

# *Attack of the Mutant Underwear*

by Tom Birdseye

## Annotation

Cody Lee Carson, a new fifth grader, resolves to become a changed man and create a new image for himself. No longer will he be the old-Cody doofus, but, instead, an ace-brilliant fifth grade hero, class president candidate, and confident person. In this day-to-day diary, Cody becomes involved in practical jokes, preadolescent awkward moments, and silly fifth grade fun on his way to becoming a new man.

## Author on the Internet

<http://www.tombirdseye.com>

## Realia

Item: Journal or Diary

Statement: Cody records his daily mishaps in this journal. What kind of sad, funny, embarrassing, and heroic experiences did Cody record? Read *Attack of the Mutant Underwear* to enjoy Cody's adventures.

## Food

Chocolate bar, Belgian waffles, Chocolate chip cookies

## Challenging Words

conniption	(p. 17 HB)	Murphy's Law	(p. 181 HB)
crepuscular	(p. 17 HB)	mutant	(in title)
ecosystems	(p. 20 HB)	plaque	(p. 10 HB)
food pyramid	(p. 177 HB)	poinsettia	(p. 65 HB)
immune	(p. 126 HB)	profit margin	(p. 65 HB)
millennium	(p. 84 HB)	sublimity	(p. 17 HB)
moral	(p. 97 HB)	thesaurus	(p. 17 HB)
morph	(p. 11 HB)		

## Figurative Language

### Metaphors

- "I got home with icicle toes and freezing fingers, and Mom had to run a hot bath to get me warmed back up. But you know what? I didn't care. My toes and fingers might have been cold, but my heart wasn't." (p. 105 HB)

### Similes

- "The noise coming from Godzilla was incredible, like rocks in a blender." (p. 35 HB)
- "MC invited that Jordy kid over again. Dad says, 'They're like two peas in a pod.' Meaning they're both trouble." (p. 36 HB)
- "Went down for breakfast this morning to find MC grinning like a dog at a fire hydrant festival." (p. 172 HB)

### Idioms and Expressions

- "So I started thinking, 'Sometimes to solve a BIG problem, you have to do like Ms. B says and 'think outside the box.' That doesn't mean the kitty litter box." (p. 37-38 HB)
- "My brain is fried." (p. 54 HB)

- “You’ve probably heard people say that there are times when you feel like you’re stuck between a rock and a hard place, meaning that no matter what you do, somebody is going to see it as wrong.” (p. 77 HB)
- “...I’m going to sink to their level, which is lower than a snake’s belly while crawling in a ditch, and blab about them.” (p. 116 HB)

## Curriculum Connections

### Fine Arts:

- Review drawing techniques and then have students draw a “Gotcha Box” similar to the one that Cody designed for scaring trick or treaters on Halloween.

### Language Arts:

- Review writing techniques needed in maintaining a diary and, perhaps, explain the importance of diaries as primary historical documents. Have students begin a “New Me” journal like Cody did, writing how they begin the school year with ideas for creating a new person or mentioned the things they want to do during this school year.
- Have students write a speech entitled “Why I Should Be in Charge of the World.” Then each student can orally present it to the class.

### Mathematics

- Remind students that Cody had to create a survey. Have students write a survey of five questions on a similar topic, asking ten of their friends the questions. Follow up this activity by having students create graphs from their answers.

### Science

- Review the components and purpose of science fair projects. Reread excerpts from the book discussing Cody’s ideas for different science fair projects. Then have students brainstorm at least three science fair ideas that they would be interested in doing.

### Social Studies/Geography:

- Display a United States map and locate Benton, Oregon. Ask students if they think it is a real city and to envision what it looks like. Have students research the city using additional print and online resources.

# *Attack of the Tagger*

by Wendelin Van Draanen

## Annotation

As a secret cyber-hero, fifth grader Nolan Byrd wields his digital camera in defense of truth and justice. Nolan, as Shredderman, posts clever messages on his web site to help unmask the vandals that are painting silly faces all over town. Twists and turns in this fast-paced story show how Shredderman uses brain over brawn to finally uncover the true culprit.

## Author on the Internet

<http://www.primapublishing.com/kids/vandraanen>

## Realia

Item: Digital Camera

Statement: How do you catch a criminal in the act? Find out how fifth grader Nolan Ryan uses this camera to solve a mystery and become a superhero in *Attack of the Tagger*.

## Food

Eggo waffles with peanut butter, Lasagna, Burnt toast, Juice boxes, Granola bars

## Challenging Words

alcove	(p. 7 PB)	mounting	(p. 82 PB)
bionic	(p. 111 PB)	petrified	(p. 92 PB)
colossal	(p. 83 PB)	ratios	(p. 8 PB)
crescendos	(p. 3 PB)	riled	(p. 73 PB)
erratic	(p. 124 PB)	schizophrenic	(p. 106 PB)
implication	(p. 94 PB)	scour	(p. 26 PB)
indignant	(p. 72 PB)	segues	(p. 3 PB)
interludes	(p. 3 PB)	skulked	(p. 114 PB)
invincible	(p. 33 PB)	sonar	(p. 73 PB)
isolation	(p. 106 PB)	underestimating	(p. 2 PB)

## Figurative Language

### Similes

- “I chomped down on my chicken, ripping meat off the bone like a caveman.” (p. 60 PB)
- “I jumped like a kangaroo.” (p. 92 PB)
- “Forget superpowers – I was like Superman surrounded by kryptonite.” (p. 120 PB)
- “I felt like I’d been beamed up to a distant planet in the galaxy.” (p. 116 PB)
- “So I got my scissors and cut myself out. Just rip, snip, snip, like I was coming out of some stinky, sweaty cocoon.” (p. 139 PB)

### Idioms and Expressions

- “Man, you should see his fingers fly! When Mr. Green plays, even Bubba Bixby listens.” (p. 3 PB)

- “She works both places so she can be home when I am, since I’ve got no brothers or sisters or even a hamster to keep an eye on me.” (p. 9 PB)
- “We just take it one little step at a time.” (p. 15 PB)
- “Since I was the last in line, I kept an eagle eye on everyone in front of me.” (p. 27 PB)
- “Might as well get this ball rolling tonight.” (p. 71 PB)
- “Dr. Voss seems to think he’s an all-around menace. A wolf in sheep’s clothing.” (p. 101 PB)
- “When I finally got inside, I put my screen back in, set my alarm, and hit the hay.” (p. 117 PB)

## Curriculum Connections

### Character Education:

- Begin a discussion on bullying with the class by examining the character of Alvin “Bubba” Bixby. Have the students examine why bullies behave the way they do and ask students to find some solutions to the problem of bullying, other than Nolan Ryan’s solution.
- Discuss the positives and negatives of graffiti and why vandalism is against the law.
- Initiate a Youth Crime Watch Program at your school or in your community and encourage the students to get involved.

### Fine Arts:

- Have students study graffiti art and create original examples with a written explanation of the meaning. Allow students to display their work individually or as a group in a specified location such as a classroom bulletin board, library media center, or cafeteria wall.

### Language Arts:

- Have students create a superhero identity for themselves and write a short story based on this character. Expand this activity by having students use a digital photograph of themselves along with computer graphics to create a picture of their superhero to illustrate the story.
- Have the students pretend to be Nolan’s dad and write the article entitled “Shredderman Saves Cedar Valley” for the newspaper, as if they were reporters just like him.
- Provide other short mystery or ‘who done it’ stories for students to read in class.
- Allow students to write their own short stories about the next adventure of Shredderman.

### Social Studies/Geography:

- Have students find online maps of their community and use these maps to locate and mark their own addresses and important places such as the school, grocery store, post office, etc. Students can then help each other to map out their classmate’s addresses.

### Computer Education

- Create a class home page maintained and updated by the students.
- Teach students to operate a digital camera using zooming techniques and saving movie clips. These original digital photographs/movies may be used on the webpage, observing district guidelines on the use of these digital images.
- Have students create their own pictures using a combination of their digital photographs and computer graphics.

# *Because of Anya*

by Margaret Peterson Haddix

## Annotation

The unthinkable occurs when 10-year-old Anya's hair falls out and she is diagnosed with alopecia areata (an autoimmune disease that makes hair fall out in clumps). While Anya is dealing with her feelings and fears about wearing a wig to school, an unlikely, quiet classmate, Keely, demonstrates courage and compassion by finding a constructive way to help Anya. This informative story switches points of view from Anya and her feelings about the loss of her hair and fear of discovery to Keely and her resolve to support Anya through this difficult time.

## Author on the Internet

<http://www.promotega.org/ksu00003/authorinfo.htm>

## Realia

Item: Wig stand (effective with or without a wig)

Statement: "Now Anya reached out and touched the smooth top of her own wig stand. Even without eyes, even without a face, the wig stand seemed to taunt her." Do you know anyone who wears a wig? Find out why Anya has to wear a wig in *Because of Anya*.

## Food

Turkey, Mashed potatoes, Enchiladas, Chicken noodle soup, Butterscotch pudding

## Challenging Words

agape	(p. 3 HB)	prognosis	(p. 20 HB)
agony	(p. 49 HB)	roundoff	(p. 61 HB)
alopecia areata	(p. 25 HB)	ruefully	(p.109 HB)
autoimmune	(p. 25 HB)	shorn	(p. 24 HB)
capricious	(p. 26 HB)	squinch	(p. 37 HB)
chemotherapy	(p. 8 HB)	suspended	(p. 51 HB)
clique	(p. 44 HB)	synthetic	(p. 44 HB)
eyelet	(p. 16 HB)	tangible	(p. 43 HB)
gurgling	(p. 50 HB)	toupee	(p. 17 HB)
photosynthesis	(p. 37 HB)	wringing	(p. 90 HB)

## Figurative Language

### Metaphors

- "She bulldozed people, she took no prisoners, she walked all over everyone else to get what she wanted." (p. 76 HB)

### Similes

- "'Hi,' Anya said. Her voice came out almost like a croak. It seemed like days since she'd used her voice." (p. 41 HB)
- "'No,' Anya said. 'I'm fine. Never felt better.' She could practically see all the lies piling up, like they were something tangible." (p. 43 HB)

- “She’d never stood up to Mom when Mom was rushing around tossing off orders like a drill sergeant. And most of all, Keely had never stood up to Stef or Tory or Nicole. But that afternoon Keely had.” (p. 52 HB)
- “Keely was surprised by how easily they faded into the background. They seemed as insubstantial as ghosts, compared with her own parents.” (p. 82 HB)

### Idioms and Expressions

- “Anya, ever since you lost that first patch of hair, I’ve been beating myself up, thinking it’s my fault somehow.” (p. 47 HB)
- “She had a stitch in her side and her legs were shaky, but she unhooked the latch and stepped into her own yard.” (p. 67 HB)
- “‘The doctor will tell us what to do,’ Mom said as she carefully fixed Anya’s hair the Monday before Thanksgiving. ‘I’m sure we’ll have this cleared up in no time.’” (p. 25 HB)
- “She stabbed chunks of turkey but didn’t bother bringing the forkful up to her mouth. And Mom and Dad, who were usually promoters of the Clean Plate Club, didn’t say a word.” (p. 29 HB)
- “And Keely’s mom, - well, Keely was almost certain her mother would turn the whole world upside down finding a cure.” (p. 82 HB)
- “For one awful instant Anya thought someone had cooked up a scheme to bring the whole school to her, since she wouldn’t go to school.” (p. 83 HB)

### Curriculum Connections

#### Character Education:

- Discuss with students the saying “honesty is the best policy.” Role play other ways that Anya might have chosen to let the other students in her class know about having alopecia areata.
- Initiate a discussion about how Anya’s parents helped her cope with the loss of her hair. Have students refer to specific details in the book to substantiate points made in the discussion.
- Have students brainstorm ways they could help a classmate handle a difficult situation.

#### Language Arts:

- Choose a small group to write a letter to the National Alopecia Areata Foundation, P. O. Box 150760, San Rafael, California 94915-0760, for information. Then have the students report back the information to the class.
- Review the section in the book in which the students are asked to write letters to Anya. Have the students pretend that they are one of the characters in the book and have them write Anya a letter that would help her handle alopecia areata.

#### Science:

- Assign students to review the website for “Locks of Love” at [www.locksoflove.org](http://www.locksoflove.org). Find out how long it would take them to grow their hair an extra 10 inches to donate to “Locks of Love.”

#### Social Studies/Geography:

- Research hair styles and chart the “acceptable” standards of various cultures and times.

# *The Beloved Dearly*

by Doug Cooney

## Annotation

Twelve-year-old Ernie's father has forbidden him to create any more offbeat businesses. However, after he discovers an empty lot, the young business entrepreneur starts a pet funeral business that quickly proves profitable. Although the business is successful, Ernie becomes increasingly more hard-hearted toward his employees and customers. His friendships suffer and, in the end, Ernie learns that there are more important things in life than making money.

## Author on the Internet

<http://www.dougcooney.com>

## Realia

Item: Ticking alarm clock

Statement: Mister Doggie slept with an alarm clock in his dog bed to comfort him. In the end, the clock and the importance of time take on a broader meaning for Ernie and his dad. Find out what happens in *The Beloved Dearly*.

## Food

Cheeseburgers, Cookie dough, Spaghetti, Lemonade, Orange juice, Orange popsicle, Ice cream, Melon balls

## Challenging Words

accosted	(p. 106 PB)	indignant	(p. 160 PB)
askance	(p. 159 PB)	insensitive	(p. 95 PB)
begrudgingly	(p. 19 PB)	intergalactic	(p. 16 PB)
bereaved	(p. 42 PB)	nonchalant	(p. 19 PB)
catastrophe	(p. 2 PB)	ominous	(p. 117 PB)
confrontations	(p. 153 PB)	ordeal	(p. 104 PB)
contemptuously	(p. 135 PB)	pivoted	(p. 66 PB)
corroded	(p. 13 PB)	reneged	(p. 155 PB)
demure	(p. 38 PB)	ruckus	(p. 1 PB)
depicting	(p. 16 PB)	scrutinized	(p. 38 PB)
dilemma	(p. 83 PB)	tranquil	(p. 13 PB)
diversify	(p. 142 PB)	treacherous	(p. 114 PB)
entrepreneurial	(p. 2 PB)	valiant	(p. 71 PB)

## Figurative Language

### Similes

- “No, ten dollars... The price is frozen, like Ben & Jerry's.” (p. 30 PB)

### Idioms and Expressions

- “‘In the words of Benjamin Franklin,’ Ernie read from his notebook, ‘Time is money.’” (p. 1 PB)
- “‘Gotta cut back somewhere,’ his dad said, meaning the tuition.” (p. 15 PB)

- “Good old reliable Dusty. He was worth his weight in gold.” (p. 31 PB)
- “I get home from school- or like after a funeral that day- and I have to totally switch hats and just pretend I’m just a kid.” (p. 83 PB)
- “Swimming Pool was still waiting to discuss her salary- and her patience was wearing thin.” (p. 133-134 PB)
- “Thanks, Tony. You really dug me out of a jam,’ she said, and got up off the curb to head back inside.” (p. 142 PB)
- “You got more patience than I do. You got more patience than anyone I know. Patience is a virtue.” (p. 147 PB)
- “Talk to him, Pool. He’s stubborn and thick skulled and he sure knows how to squeeze a dollar, but, you know, he’s not a bad kid.” (p. 148 PB)

## Curriculum Connections

### Character Education:

- Discuss with students Ernie’s feelings and his treatment of people as he struggles with personal and ethical issues. Have students discuss their reactions to the story’s ending.

### Fine Arts:

- Review with students the uses of recyclable resources. Have students create a mosaic using recycled materials.

### Language Arts:

- Have students brainstorm other business ideas for Ernie. Then, based on the needs of one of the businesses, have students write a skit with interesting characters and dialogue.

### Science:

- Explain to students the importance of recycling resources and discuss how their community is handling this issue. Have students research general recycling techniques and then choose one type of material (e.g., plaster, paper, or rubber) to report on the products created from it.

# *The Boy Who Spoke Dog*

by Clay Morgan

## Annotation

Jack, a young apprentice sailor, washes up on a mysterious island that is populated by two groups of dogs and a herd of sheep. Jack finds that years after the people have deserted the island, one group of dogs, the honorable shepherds, continue to herd the sheep and protect them from the other wild forest-dwelling dogs or fangos. Jack and the young Border collie, Moxie, alternately tell this heart-warming story, giving insights into both the human and canine worlds. Engaging characters and fast-paced action bring this novel, which is based on a New Zealand Maori legend, to life for today's readers.

## Realia

Item: Rusted metal box with lid

Statement: Sage, a wise, old sheep dog, leads Jack to a rusted metal box containing items that will help Jack survive on the island. Find out what these objects are and how Jack becomes *The Boy Who Spoke Dog*.

## Food

Carrots, Radishes, Onions, and Potato stew

## Challenging Words

canopy	(p. 37 PB)	keeled	(p. 13 PB)
dingo	(p. 37 PB)	lanolin	(p. 3 PB)
ewe	(p. 6 PB)	lolling	(p. 38 PB)
flank	(p. 97 PB)	paring	(p. 9 PB)
gaunt	(p. 38 PB)	ravine	(p. 34 PB)
gimbals	(p. 9 PB)	riggings	(p. 13 PB)
gunwale	(p. 16 PB)	sapling	(p. 98 PB)
heelers	(p. 7 PB)	scurfy	(p. 38 PB)
jackal	(p. 37 PB)	teetered	(p. 5 PB)
		vigilance	(p. 5 PB)

## Figurative Language

### Similies

- “Cookie was like a book full of stories and a story in himself.” (p. 10 PB)
- “The fangos were so doglike, yet so dangerous and wild. The forest was like a night, and the fangos lived in it as nightmares.” (p. 28 PB)

### Idioms and Expressions

- “For a long minute, the wild dogs’ leader took in Jack’s stock and measure.” (p. 106 PB)
- “Fear is contagious, as many have said, but Moxie was learning that courage is shared, too.” (p. 144 PB)
- “Life’s a challenge, Jack.” (p. 164 PB)

## **Curriculum Connections**

### Language Arts:

- Using a Venn diagram or other graphic organizer, have students compare and contrast the two groups of dogs, listing characteristics of each group – how they are different and how they are alike.

### Fine Arts:

- Assign small groups to research the Maori tribe, using art books and Internet sites. Have students draw examples of tattoos, carvings, and other art work created by the Maoris.

### Social Studies:

- Have students locate New Zealand on a world map and then research the country. Students may answer questions such as the following: 1) What country is it near? 2) What continent is it on? 3) What are the most important industries? 4) What are the national holidays and other important customs of the country?

# *Chasing The Falconers*

by Gordon Korman

## Annotation

Aiden and Meg Falconer are on a quest to prove their parents' innocence. In this fast-paced story, Aiden and Meg travel across the United States in search of Frank Lindenauer, a man who also worked for the CIA and who may be able to help them. The two children evade the police with the help of Miguel, another escapee from the Sunnydale Farm. Miguel saves Aiden and Meg from danger more than once during the journey. In this first novel of Gorman's *On the Run* series, *Chasing the Falconers* delivers a quick, high-action cliff-hanger that will prompt readers to seek other books in the series.

## Author on the Internet

<http://www.gordonkorman.com>

## Realia

Item: Toy cows, miniature mountain bikes, photographs, bottle caps, cigar box, penny, toy soldiers, amethyst crystals, maps, or motel key

Statement: Aiden and Meg Falconer must prove their parents' innocence or the couple will be facing life in prison, but first, they must find a way to escape the juvenile detention center where they have been placed. Find out who is chasing the Falconers and how they use their wits to make it across the country, facing many challenges along the way.

## Food

Submarine sandwiches, Peaches, Snickers bar, Pizza, and Saltine crackers

## Challenging Words

amnesia	(p. 98 PB)	piranhas	(p. 64 PB)
belligerently	(p. 69 PB)	proffered	(p. 43 PB)
claustrophobic	(p.133 PB)	ramshackle	(p. 48 PB)
derisive	(p. 76 PB)	similarities	(p. 114 PB)
excavation	(p. 96 PB)	suffocating	(p. 65 PB)
festooned	(p. 75 PB)	tarpaulins	(p. 73 PB)
frenzied	(p. 124 PB)	thoroughfare	(p. 53 PB)
glowered	(p. 103 PB)	tormenting	(p.117 PB)
intimidation	(p. 112 PB)	unceremoniously	(p. 43 PB)
jaundiced	(p. 57 PB)	vividly	(p. 42 PB)

## Figurative Language

### Metaphors

- “Thirty-six hours of steady rain had converted the slope into a black diamond ski hill coated with muck instead of snow.” (p. 125 PB)
- “Miguel had a complaint, ‘Compared to my brother’s setup, this dinky screen is a postage stamp.’” (p. 91 PB)

### Similes

- “He was on the boy like a flying squirrel, almost screaming with rage.” (p. 16 PB)

- “The sensation that overtook Aiden was like walking from semiconsciousness into terrifying reality.” (p. 21 PB)
- “Through a small window they could see the white sheet jerking around like a spastic ghost as the dog struggled to free itself.” (p. 120 PB)
- Other similes: pages 38, 56, 61, 62, 63, 81, 83, 94, 121, 141, 142, 144, 146, and 149

### Idioms and Expressions

- “Aiden voiced the concern that had been eating him up inside since they’d first turned their backs on the burning wreckage of Sunnydale.” (p. 40 PB)
- “Aiden knew he had to reach her – really reach her – and right now. ‘There’s nothing I wouldn’t give for the four of us to be together as a family again. But to say that Mom and Dad are where they are because of us – you’ll drive yourself crazy thinking that way.’” (p. 41 PB)
- “This called for someone who could think on her feet and fly by the seat of her pants.” (p. 58 PB)
- Other idioms and expressions: 83, 90, 97, 98, 115, 116, and 153

### Curriculum Connections

#### Character Education:

- Have students discuss and/or debate how circumstances can cause people to change their normal behavior.
- Have students discuss how they would handle the same situation that Aiden and Meg faced in the story.

#### Fine Arts:

- Have students photograph a variety of subjects, practicing good layout, lighting, and camera angle techniques.
- Have students work in teams to record a “news show.” A news anchor will interview each character from the story. The camera crew will videotape the program for viewing by the entire class.

#### Language Arts:

- Have students contrast Miguel’s choice of vocabulary and use of slang versus the way Aiden and Meg speak. Have the students list all the slang words that Miguel uses.

#### Mathematics:

- Have students calculate how many miles that Aiden and Meg covered before they met up with Miguel. Then have students add the number of miles the three characters traveled together, using a map or Mapquest to calculate the distance.

#### Science:

- Introduce the scientific concept that Aiden used when he siphoned the gasoline. Using water, show the students how the concept works. Follow-up activities can include audiovisual presentations and student research.

#### Social Studies/Geography:

- Have students use a United States map to trace Aiden and Meg’s journey from Sunnydale (Nebraska) to Colchester, Vermont.
- Have students report on the different geographic areas found in the book – Nebraska, Illinois, New Jersey and Vermont. What is each state famous for, what types of crops are grown, etc.

# *Colder Than Ice*

by David Patneaude

## Annotation

Mark and Skye befriend the new sixth grader, Josh, as the school year begins in Idaho. Overweight Josh is also quickly pulled into smooth-talking Corey's circle of friends who supposedly want him to join the hockey team, but really only want him to test the pond's ice. Eventually, Mark, who is borderline autistic, and Skye talk Josh out of skating on the unsafe ice. Corey then shoves Alex out onto the ice with disastrous results. In the end, it is up to Skye, Mark, and Josh to prove their friendship and courageously save Alex.

## Author on the Internet

<http://www.oz.net/~patnd>

## Realia

Item: Digital Camera

Statement: Mark takes pictures of people, animals, and places. Read *Colder Than Ice* to find out why using a camera helps Mark organize his thoughts.

Item: Ice Skates

Statement: "Hey, you will miss out on a whole month of skating," Bunk said." Read *Colder Than Ice* to find out why it was so important for Josh to have his skates as soon as possible.

## Food

Cookies and milk, Hot chocolate, Thanksgiving dinner

## Challenging Words

allergies	(p. 7 PB)	harassing	(p. 54 PB)
ascertained	(p. 25 PB)	manipulating	(p. 157 PB)
Asperger Syndrome	(p. 71 PB)	mediation	(p. 35 PB)
Autism	(p. 71 PB)	mega pixels	(p. 150 PB)
boomeranged	(p. 40 PB)	panhandle	(p. 8 PB)
consequences	(p. 158 PB)	raucously	(p. 18 PB)
geysered	(p.125 PB)	unique	(p. 70 PB)
		uproariously	(p. 14 PB)

## Figurative Language

### Metaphors

- "Look," Mrs. Benedict said. "You're nice kids. I like you. I'm a nice guy. But I am the moat." (p. 148 PB)
- "I am the moat. ' Mrs. Benedict frowned. 'Mrs. Drager's office is the castle. Off limits.'" ( p. 89 PB)

### Similes

- "If I could show him up, I would," Mark said. "I'd be like Skye, under his skin like a tick." (p. 47 PB)
- "He hoped Mark didn't feel like a sideshow attraction." (p. 72 PB)

## Idioms and Expressions

- “The opponents resort to dirty play, but Skye refuses to wilt. She’s everywhere, a thorn in Corey’s side.” (p. 54 PB)

## Curriculum Connections

### Character Education:

- Have students discuss Corey’s bullying behavior toward Skye, giving specific examples from the book. Students may then write a paragraph predicting their behavior in similar situations.

### Fine Arts:

- Take several action photographs and present them to the class. Have students create a collage that depicts the events that occurred when the photographs were taken. Have the students describe the events and explain how the photography helped organize their thoughts.

### Language Arts:

- Divide the class into two groups. Have half the students write a story from the bully’s point of view and the other half write a story from the victim’s point of view. Have both groups share their stories with the class. Let them discuss all the issues and situations that are presented in the stories. Create a list of positive steps to take to stop a bullying situation.

### Science/Mathematics

- Using a United States map, have students identify the states where snow and ice occur. Students can identify and report on the climatic and geographic reasons for this type of precipitation.
- Have students use a reliable weather site to chart the number of days it snows and freezes in other states and the corresponding temperatures in the northern cities. Have the students analyze the data and compare with their own state.

### Social Studies/Geography:

- Using a United States map, have students locate all the states in the United States that have panhandles. Students can compare and contrast the characteristics of each of these panhandles/states. Students can complete an in-depth study of the state of Idaho and compare the state characteristics to their own home state.

# *Cryptid Hunters*

by Roland Smith

## Annotation

When 13-year-old twins Grace and Marty are sent to live with their Uncle Wolfe, they find that their anthropologist uncle is obsessed with finding cryptids, mysterious creatures believed to be long extinct. After parachuting from an airplane into the Congolese jungle, Marty and Grace quickly show their courage and ingenuity as they survive the wilderness and elude capture by evil Noah Blackwood's men. The creative plot and fast-paced action make this a good choice for adventure fans.

## Author on the Internet

<http://www.rolandsmith.com>

## Realia

Item: Stuffed toy monkey

Statement: Grace O'Hara always carries an old worn stuffed toy monkey. Why would a beautiful and intelligent twelve year old still carry a baby's toy? Read *Cryptid Hunters* to see if this odd toy helps solve Grace's true identity!

## Food

Cheese biscuits, Soufflé, Bananas, Eggs with cheddar and *Tabasco*, Freeze-dried food, Energy bars, Beef Stroganoff

## Challenging Words

anthropologist	(p. 68 PB)	pantomime	(p. 278 PB)
distraught	(p. 12 PB)	paraphernalia	(p. 40 PB)
dormitory	(p. 2 PB)	parchment	(p. 49 PB)
executor	(p. 19 PB)	preening	(p. 285 PB)
exhilarating	(p. 201 PB)	promontory	(p. 35 PB)
exterminator	(p. 13 PB)	resilient	(p. 159 PB)
grueling	(p. 272 PB)	sanctum	(p. 2 PB)
horrendous	(p. 96 PB)	stylus	(p. 46 PB)
hypothermia	(p. 97 PB)	succumbing	(p. 257 PB)
implausible	(p. 51 PB)	unorthodox	(p. 81 PB)

## Figurative Language

### Metaphors

- "I'm not going to leave him out there for Blackwood's jackals to devour." (p. 68 PB)

### Similes

- "He and Grace dug a five-foot-deep pit in the backyard, covered the opening with brush, and caught their mother, who became as angry as a bear." (p. 9 PB)
- "It feels as if you're floating above the ocean here." (p. 38 PB)
- "The water was as smooth as glass." (p. 105 PB)

- “The lake below looked like a pot of soup stock awaiting its main ingredients: two humans with a dash of chimp and a pinch of poodle dropped in for flavor.” (p. 145 PB)
- “Masalito is like the wind coming up off the river. He cannot be caught or seen.” (p. 181 PB)
- “Through half-closed eyes she watched Butch walk over to his shelter and crawl into it like a bear returning to its den.” (p. 274 PB)
- “We all have that Wolfe blood running in our veins, drawing us to risk like a moth to a flame.” (p. 323 PB)
- “But the eggs have confined him to a single room like a brooding hen.” ( p. 347 PB)
- “She devoured each day like a hungry wolf.” (p. 347 PB)

### Idioms and Expressions

- “The rumor is we’re going there to find a dinosaur and help a friend of yours out of a jam with Noah Blackwood.” (p. 85 PB)
- “How could she pass up an opportunity to search for a living dinosaur, for crying out loud?” (p. 95 PB)
- “One of the things he learned was that his uncle operated on a shoestring budget.” (p. 115 PB)
- “But they were a tight-lipped bunch with a very different look...” (p. 118 PB)
- “She had an uncanny ability to pick the path of least resistance, even when that path looked like the least likely to take.” (p. 219 PB)

### Curriculum Connections

#### Language Arts/Writing:

- Have students design a comic book based on this novel, stressing main ideas and supporting details.
- Collect magazines and newspapers that students will use to create a collage that represents this story. Explain to students that a picture representing the main focus idea will be placed in the center of the page with pictures of supporting details pasted around it. A summary of the main idea and supporting details should be written on the back of the collage.
- Have students choose one character that reminds them of themselves and write a complete paragraph explaining the similarities and differences.
- Have students complete the following journaling activities: After reading the specified chapter, have the students write about:
  - A camping trip or vacation (Chapter 1);
  - Conversations they have overheard (Chapter 5);
  - Family nicknames (Chapter 7);
  - Personal fears and how they overcame them (Chapter 9);
  - An emotion that they felt while reading the book and why they felt this way (Chapter 14);
  - The most exotic food that they have ever eaten (Chapter 22);
  - A dream they once had that seemed real (Chapter 23); and
  - A time they had to say they were sorry and ask for forgiveness (Chapter 28).
- Copy the Anticipation Adventure below and have students complete it before reading the story. BEFORE reading Cryptid Hunters, take a guess and record your answers below.
  - \_\_\_\_\_ Marty is older than Grace.
  - \_\_\_\_\_ Wolfe is the “antagonist/bad guy” of the novel.
  - \_\_\_\_\_ The GIZMO transports Marty and Grace into the Amazon.
  - \_\_\_\_\_ Dr. Beasel is cruel to the children.
  - \_\_\_\_\_ Crytozoology is a real science.
  - \_\_\_\_\_ The gray parrot holds a life-changing secret.
  - \_\_\_\_\_ Blackwood is an idiot.
  - \_\_\_\_\_ The molimo can be heard from 20 miles away.
  - \_\_\_\_\_ The bonobo helps Grace overcome her fears.
  - \_\_\_\_\_ The Frankenstein monkey is scary and dangerous.

- \_\_\_\_\_ Grace is a genius.
- \_\_\_\_\_ The boarding school was a good place for Marty.
- \_\_\_\_\_ Laurel helps Grace overcome her fears.
- \_\_\_\_\_ Wolfe and the children travel to the Amazon in search of the giant squid.

During the reading of *Cryptid Hunters*, record whether your guess was correct. After reading the book, create two more statements that should have been on this list to interest future readers.

Science:

- Discuss various science careers, including nature detective. Have students use the Internet and/or animal encyclopedias to learn to identify animal tracks. Have students pose various scenarios for each other to figure out what kind of animals passed by a location and, perhaps, figure out what the animals were up to!

Social Studies/Geography:

- Assign a small group of students to locate the following places on a world map, using push pins or post-it tabs: Switzerland, Mt. Everest, Montana, Amazon, Seattle, and Brazil.
- Have students research the Amazon, answering the following questions: 1) Where is it located? 2) What is the primary form of income, exports, imports? 3) How would life be different for you if you lived there? 4) Do students in the Amazon attend schools similar to yours? 5) How would it be different? 6) What are the favorite sports in the Amazon? 7) What do most students wear?
- Explain to students that they will select a breed of dogs to research, including the “teacup” variety. To complete the assignment, the students will produce a PowerPoint presentation.
- Organize the students into small groups to research one of the following: communication technology, Smithsonian Museum of Natural History, phobias, Congo poachers, prosthetics, malaria, or pygmy tribes.

Other websites of interest:

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

# *The Frog Princess*

by E.D. Baker

## Annotation

In this twist on the familiar fairy-tale, instead of the frog becoming a prince after Princess Emeraldalda kisses him, the princess also becomes a frog. From that moment to the end of the story, the two green, insect-eating frogs struggle to undo the spells that have bewitched them. As they pursue this quest, the two must also avoid a dragon, a frog-eating dog, and an angry witch. Witty dialogue, comical situations, and hilarious characters quickly move this tale to its satisfying ending.

## Author on the Internet

<http://www.edbakerbooks.com>

## Realia

Item: Plastic insects, bat, frog (can be found at party stores), or gold bracelet

Statement: "I found an embroidered handkerchief and gently patted the frog's mouth clean. 'You had dried fly feet stuck to your lips,' I said shuddering. 'All right, let's try again.' This time the kiss went off without a hitch or so she thought." Read *The Frog Princess* to find out about Princess Emeraldalda's most amazing adventures that started with just one kiss.

## Food

Plums, Fruit tarts

## Challenging Words

apparition	(p. 65 PB)	mesmerized	(p. 52 PB)
derided	(p. 30 PB)	negotiations	(p. 23 PB)
diminutive	(p. 13 PB)	portal	(p. 24 PB)
discernable	(p. 22 PB)	pungent	(p. 2 PB)
disdain	(p. 1 PB)	resonated	(p. 50 PB)
exalted personage	(p. 4 PB)	scrutinizing	(p. 4 PB)
exhilarating	(p. 32 PB)	simpleton	(p. 46 PB)
exploits	(p. 25 PB)	temperament	(p. 14 PB)
kirtle	(p. 18 PB)	timbre	(p. 29 PB)
lady-in-waiting	(p. 25 PB)	unencumbered	(p. 32 PB)

## Figurative Language

### Similes

- "Startled blackbirds took to the air as if hurled from a little boy's slingshot." (p. 4 PB)
- "According to her, a princess's laughter should sound like the tinkling of a bell, not the bray of a donkey." (pg. 5 PB)
- "Is she...Is she really ugly with hair like a thistle?" (p. 20 PB)
- "The sack began to move, swaying like a pendulum with each of the witch's steps." (p. 69 PB)
- Other similes: pages 76, 119, 120

## Idioms and Expressions

- “My old nanny, long since retired, told me that Grassina was quite cheerful in her youth but that time and my grandmother had taken their toll.” (p.13 PB)
- “So tell me, did you sleep well last night or did your conscience bother you for abandoning me in my hour of need?” (p. 19 PB)
- “I knew I couldn’t put off facing my mother any longer, and my stomach was already tying itself in knots.” (p. 21 PB)
- “He’s so in love with himself that there’s no room for anyone else in the relationship.” (p.26 PB)
- “Besides, he makes me so nervous I get all tongue-tied and can’t think of what to say.” (p. 26 PB)

## Curriculum Connections

### Character Education:

- Have students locate passages in the book to show that Emeralda did not believe she was any good at casting spells, but that she could do so when she persevered. Discuss some of the ways that Emeralda did not feel good about herself. Have students brainstorm ideas for steps she could have taken to improve her self image. Have students write down one thing they do not feel they can do very well, but on which they would like to improve. Have them write down steps they can take to practice and improve. The students can put their list in a private area to refer to as the year goes on to check their progress.

### Fine Arts:

- Using descriptive sections of the novel, have students design some of the different scenes in the book. Students can draw, paint or construct dioramas, murals, or pictures using a variety of materials (e.g., bits of cloth, stones, twigs, foil, etc.). (Scenes to consider: the swamp, otter’s home, Grassina’s room, exterior of castle, and Vannabe’s house.)

### Language Arts:

- Review different genres with students, including the characteristics of fairy tales. Ask students what characteristics of The Frog Princess define it as a fairy tale? Have the students write their own fairy tale using the fairy tale story elements.  
Note: The following website lists the fairy tale elements and has interesting projects for students. Be sure to read down to the end of the website for the caution for younger students.  
[www.geocities.com/ljacoby\\_2000/fairytale](http://www.geocities.com/ljacoby_2000/fairytale)
- Discuss with students how being royalty is not always a wonderful life style. Point out that in the story Eadric, Emeralda and even Grassina and Haywood did not get to live their lives as they wanted because they were royalty. Brainstorm about situations that happened in the story that might have been different if the characters were not royalty. Have the students write stories on how they think their life would be different if they were born into royalty.

### Mathematics:

- Have students create maps of the different areas in the story. Trace the route that Emeralda and Eadric took to get back to the castle, including a legend and illustrations.

### Science:

- Discuss amphibians with students, reviewing characteristics and types. Have students research frogs and toads, making a contrast chart to illustrate the differences and similarities between them. Students can work in small groups and report to the class.

### Social Studies/Geography:

- Plan with the library media specialist to have students research castles, answering the following questions: 1) Where and when were they built? 2) Who built them? 3) What was in them? 4) What kinds of rooms did they have? and 5) Who lived in them?

# Lily's Ghosts

by Laura Ruby

## Annotation

Thirteen-year-old Lily and her mom move to her great-uncle's summer home in Cape May, New Jersey. Immediately, Lily is drawn into an adventure involving a new friend, a fake medium, and ghosts of all ages and shapes. Lily quickly learns that the drafty old Victorian house is haunted when mysterious events occur and objects appear and reappear in different rooms, including her mother's old Kewpie doll. As the tension builds, Lily is determined to uncover the truth about her family's tragic secrets and finally rid the house of the unwanted ghosts. (For mature readers)

## Author on the Internet

<http://www.lauraruby.com>

## Realia

Item: Kewpie doll, Old newspapers, Treasure chest

Statement: Her mother's old Kewpie doll seems to follow Lily around the house. Find out why Uncle Max knows the doll is so important in *Lily's Ghosts*.

## Food

Lemonade, Ham and bread balls, Strawberry jam, Souvlaki

## Challenging Words

aggrieved	(p. 79 PB)	morphing	(p. 7 PB)
anonymous	(p. 30 PB)	numismatics	(p. 197 PB)
atoms	(p. 1 PB)	paranoid	(p. 63 PB)
diaphanous	(p. 37 PB)	parlor	(p. 4 PB)
drone	(p. 25 PB)	perturbed	(p. 91 PB)
festooned	(p. 46 PB)	placards	(p. 108 PB)
fluorescent	(p. 173 PB)	privateer	(p. 92 PB)
hyperventilating	(p. 115 PB)	rupee	(p. 197 PB)
microfilm	(p. 95 PB)	voluminous	(p. 7 PB)

## Figurative Language

### Metaphors

- "Pinkish lips flashed a thin zipper of teeth, like the wolf in *Little Red Riding Hood*." (p. 3 PB)

### Similes

- "The eyes would green up the dark, twirl like pinwheels in the sockets." (p. 5 PB)
- "Lily took in the china cabinet with its bellyful of crystal, the chandelier that glittered like a small universe over the table." (p. 5 PB)
- "The house – shiny and drapery and mossy with doilies – looked so huge and imposing that for the first week Lily felt like a hamster scratching around in it." (p. 15 PB)
- "Madame Durriken, whose real name was Maple Ann Spatz, was uncommonly tall and gaunt with diaphanous gray hair like dandelion fluff." (p. 37 PB)
- "She looked like a badly drawn stick figure in a gray fur hat." (p. 113 PB)

- “The piggy eyes looked like chips dropped in pancake batter.” (p. 118 PB)
- “Her stomach felt like a living thing, like a crab scuttling around, pinching her from the inside.” (p. 171 PB)
- “She found that if she let her eyes lose focus, the flames looked like tiny writhing people with streaming yellow hair and hearts of blue.” (p. 171 PB)

## **Curriculum Connections**

### Fine Arts:

- Remind students that Lily’s mother made jewelry to sell in her shop and that jewelry making is very popular. Have students make simple bracelets with beads and string as an art project or gift for a special friend, relative or themselves.

### Language Arts:

- Discuss the book that Lily had to read for her home studies, *The Old Man and the Sea*. Have students go to the library media center to locate information about the book using print and Internet resources.

### Social Studies/Geography:

- Review the time period of the pirate Captain Kidd. Divide the class into small groups to research more information about the pirate. For instance, where did he sail, what was the name of his pirate ship, and was he ever caught and tried for piracy?

# Lowji Discovers America

by Candace Fleming

## Annotation

Bombay is very different from Hamlet, Illinois, for nine-year-old Lowji, who moves with his parents during early summer vacation. At first, Lowji is lonely and bewildered in this strange country. He yearns for a pet and finally persuades his cranky landlady to adopt a cat, dog, and goat that he happily learns to care for while finally making new friends. Details about Indian culture are thoughtfully interwoven in this gentle and age-appropriate tale.

## Author on the Internet

<http://www.candacefleming.com>

## Realia

Item: United States map

Statement: Have you ever moved to a new place and had a hard time fitting in? Read *Lowji Discovers America* to find out how Lowji adjusted to his new country.

## Food

Mint tea, Raspberry-filled cookies, Coconut rice, Rotli (flat, round bread), Chicken Marsala

## Challenging Words

ancient	(p. 10 HB)	knobby	(p. 100 HB)
cellophane	(p. 26 HB)	method	(p. 111 HB)
cinema	(p. 2 HB)	perplexed	(p. 116 HB)
curious	(p. 16 HB)	plucks	(p. 33 HB)
destruction	(p. 115 HB)	prickle	(p. 101 HB)
exotic	(p. 97 HB)	sacred	(p. 18 HB)
gnash	(p. 107 HB)	scold	(p. 144 HB)
gourmet	(p. 12 HB)	tenant	(p. 6 HB)
gushing	(p. 113 HB)	trickle	(p. 15 HB)
haggle	(p. 26 HB)	trough	(p. 130 HB)

## Figurative Language

### Similes

- “‘Are you still here?’ she asks. Her words snap like firecrackers Bape and I light every Indian independence day.” (p. 20 HB)
- “Her voice trails off. The hallway grows quiet as a temple.” (p. 21 HB)

### Idioms and Expressions

- “Bape put his arms around me. ‘Look for the good in our move, Lowji,’ he said. ‘Find the silver lining.’” (p. 2 HB)
- “Bape pulls out his wallet, but Ironman waves it away. ‘It’s on the house,’ he says.” (p. 70 HB)

## Curriculum Connections

### Character Education:

- Check out books from the library media center about how to be a friend or about learning how to appreciate differences. Read excerpts from them to the students or have small groups of students read selections from the books. Generate a discussion about how difficult it must be to move to a new place and make new friends, noting some of the common difficulties. Create a chart of students who are new to the school, include data about those who are from other states or other countries.

### Fine Arts:

- Review the history of paper folding with the students. Have them create their own flying wish by making an origami bird. (p. 18 HB)

### Foreign Languages:

- Create a word wall of several Gujarati words included throughout the book. The following Internet sites may also be helpful:  
<http://ccat.sas.upenn.edu/plc/gujarati/>; and  
<http://aprendizdetodo.com/gujarati/>.

### Language Arts:

- Review with students the written forms of communication such as writing letters and emails, noting the differences and similarities. Have students write letters to each other or to other classes.

### Mathematics

- Utilize the following Internet site to have a bowling math game for your students.  
[http://www.education-world.com/a\\_lesson/02/lp266-04.shtml](http://www.education-world.com/a_lesson/02/lp266-04.shtml)

### Science

- Order exotic seeds from another country for your class and plant a garden at school as Lowji did.

### Social Studies/Geography:

- Have students study the regions of India with special emphasis on Lowji's Bombay.

# Made You Look

by Diane Roberts

## Annotation

Sixth grader Jason Percy and his family are planning a trip from Texas to California. Jason is excited about the trip because he will finally ride on an airplane and have an opportunity to try out for his favorite television show, “Masquerade Mania.” Unfortunately, the plans quickly change to traveling across country by automobile with a small camper or “big sardine can.” To make matters worse, Jason almost misses his chance to appear on the television show when his allosaurus head costume is missing. This fast-paced novel filled with snappy dialogue will appeal to reluctant readers.

## Author on the Internet

<http://www.dianeroberts.com>

## Realia

Item: Allosaurus head (made out of papier-mâché)

Statement: “‘It’s an Ambie-saurus,’ I said.....’I mean an allosaurus. One of the meanest meat-eating dinosaurs that ever lived. He ate anyone who got in his way.’” Find out if Jason can overcome his nemesis, Amberson Anderson, and become a contestant on the greatest game show of all time, “Masquerade Mania,” when you read *Made You Look* by Diane Roberts.

## Food

Ooey-Gooey-Chewy-Chocolate Delight Muffins (chocolate, chocolate chip muffins), Nachos with melted cheese and jalapeno peppers, Green banana pudding, Moldy green mashed potatoes, Hot dogs and fried potatoes

## Challenging Words

adobe	(p. 98 PB)	inconspicuous	(p. 106 PB)
authentic	(p. 68 PB)	mania	(p. 2 PB)
brochure	(p. 50 PB)	masquerade	(p. 2 PB)
camouflage	(p. 50 PB)	nemesis	(p. 17 PB)
contraption	(p. 85 PB)	persevere	(p. 147 PB)
entrepreneur	(p. 5 PB)	persistence	(p. 12 PB)
galoshes	(p. 98 PB)	sabotaged	(p. 66 PB)
ghastly	(p. 62 PB)	trivia	(p. 7 PB)
incentive	(p. 99 PB)	ventriloquist	(p. 131 PB)

## Figurative Language

### Similes

- “He stood motionless, like he was nailed to the floor.” (p. 6 PB)
- “Jen swatted me away, like a mosquito.” (p.118 PB)
- “I had gone so far as to dig up pictures of Uncle Dan’s swollen leg after the snakebite. His cheeks were puffed out like a soufflé and the look of pain on his face was pathetic. (p. 49 PB)
- “Freddy let out a war whoop and collapsed to the ground laughing. He rolled around until I felt dizzy. Tears ran down his face like a waterfall.” (p.35 PB)

- Other similes: pages 92, 94, 140

### **Idioms and Expressions**

- “‘You’re not serious, are you?’ Freddy said. ‘I couldn’t carry a tune in my jeans pocket.’” (p. 84 PB)
- “‘Tell her to leave my stuff alone,’ he said. ‘I set a trap for her. If she opens my door, *boom!* She’s a dead duck.’” (p. 95 PB)
- “A siren went off backstage. I jumped a mile high.” (p. 137 PB)

### **Curriculum Connections**

#### Character Education:

- Discuss with students how to deal with bullies. Write down successful methods for handling these difficult situations.
- Discuss why taking a long car trip with the family might be difficult. Brainstorm different activities to do while traveling in the car.

#### Fine Arts:

- Have students create a dinosaur project with papier-mâché. As a follow-up activity, have students write a short report on their dinosaur.

#### Language Arts:

- Divide class into small groups and have each group create a game show to present to the class.

#### Social Studies/Geography:

- Have students plan a family vacation. Students will need to determine how they will be traveling, possible stops along the way and estimated cost for the trip. Students should also utilize a map to determine mileage.

# *My Brother's Hero*

by Adrian Fogelin

## Annotation

Thirteen-year-old Ben, mentioned in *Crossing Jordan*, narrates this story about a North Florida family spending the Christmas holiday in the Florida Keys in order to oversee the uncle's marina. As soon as they arrive, Ben meets Mica, the daughter of a marine biologist, who has traveled the world with her father and who introduces Ben and his brother to a life of adventure on the water. Unfortunately, Mica's impulsiveness leads to several mishaps and Ben's family soon discovers that Mica's seemingly idyllic life is filled with real life problems. (For mature readers)

## Author on the Internet

<http://www.adrianfogelin.com>

## Realia

Item: Fishing rod

Statement: Mica introduces Ben and his brother Cody to fishing in the Florida Keys, but trouble follows them as they venture out into the water. Read about their adventures and their problems in *My Brother's Hero*.

## Food

Pecans, Cinnamon, Peanut butter and sprouts sandwiches, Potato chips, Carrot juice, Tofu, Mung beans, Soy burgers, Peas, Pancakes

## Challenging Words

abducted	(p. 8 HB)	phantom	(p. 104 HB)
absentmindedly	(p. 115 HB)	pitiful	(p. 54 HB)
accommodations	(p. 30 HB)	realistically	(p. 176 HB)
awning	(p. 31 HB)	ricocheted	(p. 20 HB)
colossal	(p. 9 HB)	rupture	(p. 73 HB)
crooned	(p. 10 HB)	salvage	(p. 71 HB)
deluded	(p. 86 HB)	self-sufficient	(p. 81 HB)
distribution	(p. 86 HB)	stanchion	(p. 41 HB)
guarantees	(p. 92 HB)	subtle	(p. 161 HB)
impersonated	(p. 73 HB)	unprecedented	(p. 9 HB)

## Figurative Language

### Similes

- "Her freckles looked like somebody'd spilled cinnamon all over her." (p. 4 HB)
- "Nana Grace walked like she had screws in her knees, cranked half a turn too tight." (p. 5 HB)
- "We'd be at the other end of the state on an island that dangled off the tip of Florida like a lure on a fishing line." (p. 9 HB)
- "A jellyfish drifted by like a falling parachute." (p. 94 HB)

- “When Cody saw all the presents spilling out from under the tree, his eyes would be as big as two fried eggs.” (p. 111 HB)
- “For a minute they all sat, opening and closing their mouths like Justin’s pet goldfish, Xena.” (p.10 HB)
- “Cody was spread out like a starfish.” (pp. 26-27 HB)

### **Idioms and Expressions**

- “Wouldn’t be a nut left on the ground if we slept in. Those old men with paper sacks’d pick up every last one. No, Ben. You gotta be the early bird.” (p. 2 HB)
- “His blue eyes bugged out.” (p. 10 HB)
- “I headed for the Bodines’ before I could chicken out.” (p. 18 HB)
- “The box floated a little, then turned turtle and sank.” (p. 172 HB)

### **Curriculum Connections**

#### Fine Arts:

- Introduce students to the ancient art of paperfolding, citing modern examples of its use. Either assign a design such as the crane or have the students choose one to create. Prepare a display of the finished products for the library media center.

#### Language Arts:

- Have students write poems describing the mangroves and/or other areas of the Florida Keys.

#### Science

- Explain to the students that they will be researching the science topics mentioned in the novel such as mica rock, mangrove trees, constellations, meteors/meteorites, and benthic communities. Each small group will report their findings to the class using a mediated oral report format.

#### Social Studies/Geography:

- Display or distribute duplicated small Florida maps and have the students mark the locations of the following places:

St. Augustine	Railroad Square	Meyer’s Park	Tallahassee
Key Largo	Islamorada	Lake Talquin	St. Marks
Snake Creek	Windley Key	Wakulla Springs	Plantation Key
Caloosa Lodge	Grand Bahama	Eleuthera	Martinique
St. George Island	Overseas Highway	Lake Okeechobee	Cape San Blas
Orlando	Highway 27	Bert’s Marina–Key West	

# Quake!

## Disaster in San Francisco, 1906

by Gail Langer Karwoski

### Annotation

In 1906, daily life was difficult in San Francisco for thirteen-year-old Jacob Kaufman and his family. Then the disastrous earthquake destroyed the city. Alone and frightened, Jacob, with his stray dog Quake, wanders around the city looking for his family. During his ordeal, Jacob is befriended by a young Chinese boy, San, and an Irish family, the Flanagans. Although Jacob and the San Franciscans must endure many hardships, they learn the true meaning of friendship, generosity, and courage.

### Author on the Internet

<http://www.gailkarwoski.com>

### Realia

Item: Blanket, Old newspaper, Tent

Statement: It took less than a minute for Jacob's life to change forever. Read *Quake! Disaster in San Francisco, 1906* to find out how Jacob survives the worst earthquake ever recorded in the United States.

### Food

Latkes, Noodles and broth, Jelly beans, and Marshmallows

### Challenging Words

bar mitzvah	(p. 4 PB)	kosher	(p. 75 PB)
blanketed	(p. 1 PB)	nuggets	(p. 39 PB)
brogue	(p. 54 PB)	peddler	(p. 4 PB)
bubonic plague	(p. 108 PB)	porcelain	(p. 50 PB)
calamity	(p. 33 PB)	produce	(p. 18 PB)
cobblestones	(p. 3 PB)	refugee	(p. 80 PB)
conscripted	(p. 62 PB)	repast	(p. 58 PB)
handbill	(p. 10 PB)	ringlets	(p. 13 PB)
jig	(p. 62 PB)	skittish	(p. 22 PB)
Kaddish	(p. 40 PB)	temblor	(p. 33 PB)

### Figurative Language

#### Similes

- "Across the building's entranceway, a row of tall columns stood as straight as soldiers, and more columns guarded its second and third stories." (p. 9 PB)
- "Frightened, the animal quivered all over like an egg in a pot of boiling water." (p. 16 PB)
- "As he opened the door, the dog squirmed like a worm on a hook." (p. 22 PB)
- "The man whistled. 'Holy Moses! I guess the street just opened up and swallowed it.' The speaker turned to the others and used his hands to demonstrate. 'Like a great big jaw – the ground must've opened wide and then clamped shut – squeezin' the life right outta this animal!'" (p. 28 PB)

- “A grin spread across the man’s square face. Holding out an arm as thick as a tree branch, he shook hands with both boys.” (p. 94 PB)
- Other similes: pages 36, 114, and 126

### **Idioms and Expressions**

- “‘Good thing you had that dog with you,’ the man said. ‘I kept hollering, but I couldn’t get your attention. I believe you would’ve been a goner if you’d stayed in the street.’” (p. 32 PB)
- “‘That’s what my father thinks, too,’ Jacob said. ‘He says I should thank my lucky stars that I live in America, where every child gets a free education.’” (p. 59 PB)
- “‘Thank God we live in America!’ one of them said. ‘When the chips are down, folks’ll help each other out.’” (p. 83 PB)
- “‘Now where’d those long faces come from?’ the woman asked as she stroked Quake. ‘Cat snatched yer tongues all of a sudden?’” (p. 93 PB)

### **Curriculum Connections**

#### Language Arts:

- Divide class into small groups and, using a graphic organizer, have students compare and contrast Jason and San and their cultures. Students should list characteristics of each culture and then identify the similarities and differences.

#### Social Studies:

- Have students locate San Francisco on the United States map, identifying the state in which it is located. Students may then trace the fault line of the 1906 earthquake.
- Discuss with the class the Great San Francisco Earthquake and have them use resources such as the World Almanac to locate statistics about the earthquake.
- Review United States history in the early 1900’s. Discuss the political, social, and economic situation of groups of immigrants to this country, including the Irish and Chinese.

#### Science:

- Have students research the causes of earthquakes and the geographic areas most affected by them. The research can include the types of equipment used to monitor/predict earthquakes, as well as the economic, social, and political impact of earthquakes around the world.

# Runt

by Marion Dane Bauer

## Annotation

As the smallest and youngest of the litter, Runt tries hard to keep up with his brothers and sisters as they venture into the woods of Minnesota. The young cub is determined to prove his worth to his father, King, and the wolf pack by performing a heroic deed. An opportunity finally occurs when Bider, a white male, challenges King for leadership of the pack. This compelling and memorable tale offers insights into the complex culture of these wild animals.

## Author on the Internet

<http://www.mariondanebauer.com>

## Realia

Item: Stuffed animal wolf

Statement: Can the runt of the litter survive and find his place in the wolf pack? Find out what happens to the smallest cub when you read *Runt* by Marion Dane Bauer.

## Food

Dog food

## Challenging Words

apt	(p. 21 PB)	inquisitive	(p. 12 PB)
biding	(p. 3 PB)	marauding	(p. 12 PB)
contaminated	(p. 75 PB)	massaging	(p. 1 PB)
deposed	(p. 3 PB)	nurturing	(p. 2 PB)
distended	(p. 34 PB)	persistent	(p. 5 PB)
excursion	(p. 17 PB)	scrutiny	(p. 11 PB)
furrowed	(p. 2 PB)	spindly	(p. 2 PB)
inarticulate	(p. 9 PB)	stiletto	(p. 7 PB)
indignation	(p. 22 PB)	vigorous	(p. 1 PB)
ingratiatingly	(p. 15 PB)	yearlings	(p. 3 PB)

## Figurative Language

### Metaphors

- “That is the sky,’ she told him of the soft-looking blue roof above their heads. And the radiant ball that floated in it, so brilliant he had to turn his face away, was the sun.” (p. 9 PB)

### Similes

- “His terror flowed out of him like the rivulets of water that coursed over the sweet-smelling earth, only to leave him empty, humiliated.” (p. 44 PB)
- “Helper dropped to the ground like a rock.” (p. 89 PB)
- “The vultures sat like stones in the tree just above them, waiting.” (p. 93 PB)

- “The colossal animal lunged to his feet and stood before Runt, swaying like a tree in a strong wind.” (p. 127 PB)

### **Idioms and Expressions**

- “A dozen stabs below his right eye and all along his jaw took his breath away.” (p. 54 PB)
- “The phrase sent a chill through Runt’s heart.” (p. 105 PB)

### **Curriculum Connections**

Character Education:

- Discuss how everyone has a place or a job in the family. Have the students determine what their strengths are within the family unit.

Fine Arts:

- Have students create a diorama of the wolves’ habitat.

Language Arts:

- Have the students chose an animal that lives in the same forest habitat as the wolves. Have the students write about encountering humans in this habitat from the animal’s point of view.
- Read several folktales/fairy tales with wolf characters. Discuss how the wolf is portrayed in the story. Discuss how this portrayal might reflect society’s views of wolves.