

11 Birthdays

by Wendy Mass

Annotation

Amanda and Leo share the same exact date of birth and happily celebrate their birthdays together for the first nine years of their lives. During the tenth party, Amanda overhears Leo making an unkind remark about her to another classmate. After avoiding Leo for a year, the two plan separate parties for their 11th birthdays. However, they find themselves in a weird time loop which forces them to relive their 11th birthdays over and over. Amanda discovers that by teaming up with Leo again, she can adjust her attitude and actions to achieve much better results. Read all about it in this witty story of friendship. (Grades 3-6) (AR 4.1)

Author on the Internet

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

Realia

Item: SpongeBob balloons

Statement: In *11 Birthdays*: Out of the corner of my eye, I spy something moving in the middle of my room. I bolt upright. It's the SpongeBob balloon, waving happily at me.

Item: Journal with the words Property of Leonard Fitzpatrick on it

Statement: I sit next to him as he rubs his fingers over the embossed letters. They're very faded, but the words Property of Leonard Fitzpatrick are still legible.

Item: Seeds in pots

Statement: 5th Birthday: Leo is smiling and holding up a handpainted flowerpot. My face is starting to crumple because I don't like the way mine turned out. The woman who owned Creative Kids Pottery Studio hadn't yet filled them with dirt or the little seed I was sure would never grow.

Food

Birthday cake, hot dogs, lemonade, and snow cones

Challenging Words

amoeba	(p. 36 PB)	longevity	(p. 238 PB)
curfew	(p. 175 PB)	lurking	(p. 121 PB)
deja vu	(p. 66 PB)	obnoxious	(p. 126 PB)
delusional	(p. 94 PB)	rituals	(p. 109 PB)
embossed	(p. 208 PB)	sabotage	(p. 112 PB)
fleetingly	(p. 119 PB)	suffice	(p. 209 PB)
grimacing	(p. 34 PB)	telepathic	(p. 63 PB)
gullible	(p. 85 PB)	tentatively	(p. 90 PB)
hobble	(p. 47 PB)	warily	(p. 152 PB)

Figurative Language

Similes

- “I glance around to make sure she’s not about to run up the stairs, and then stick my head into her room. It looks like a tornado swept through it.” (p. 24 PB)
- “I hobble to the cafeteria, bent forward like I’m hiking up a mountain with a pup tent on my back, and collapse into a chair at our usual table.” (p. 33 PB)
- “As I pass the sixth grade science lab, a boy who looks kind of like a bee in a bright yellow shirt and black pants, runs out crying and crashes right into me!” (p. 35 PB)
- “Then you weren’t in school and it was like fireworks went off in my head.” (p. 128 PB)

Idioms and Expressions

- “Kylie joins her best friend, Jen, and they immediately start laughing and talking a mile a minute.” (p. 27 PB)
- “I don’t understand why Stephanie likes her. Ruby’s routine goes off without a hitch.” (p. 40 PB)
- “I wait till she’s run out of steam. Then I cough. ‘I’m sick. Party’s off. No tryouts. I’m sorry.’” (p. 80 PB)
- “‘I’ve got my eye on you,’ he says playfully, wagging his finger.” (p. 118 PB)
- “Well, that rule doesn’t apply to us anymore. We can do anything we want and the slate is wiped clean the next day.”

Curriculum Connections

Language Arts:

- Have students write about their favorite birthday describing events that happened on that day. If students are not already keeping a journal, this would be a great time to start them on journal writing. Students could also write about a friendship that has been very special to them.

Science:

- Have students plant apple seeds in pots. Read *From Seed to Apple Tree* by Suzanne Slade or some other book that tells about the life cycle of apple trees.

Physical Education:

- Have students conduct research about gymnastics and its history. If possible, have someone demonstrate a somersault, a handspring, and backflips.

Social Studies/Geography:

- Have students look for information about the history of their town from the local historical society or newspaper archives.

Bird Lake Moon

by Kevin Henkes

Annotation

Mitch, 12-years-old, and his mother are spending the summer with his grandparents in their lake house. Since his parents are divorcing, Mitch has a secret plan for the empty house next door. When ten-year-old Spence and his family move into the vacant house, Mitch is motivated to stage some ghostly events in an effort to scare away the family. Fortunately, Mitch's plan doesn't work because he and Spence become friends who help each other begin to cope with his own family problems. With chapters written from the alternating point of view of the two boys, Henkes delivers a story about the power of friendship that you will not want to miss. (Grades 5-8) (AR 4.9)

Author on the Internet

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

Realia

Items: Soccer ball, ivory turtle

Statement: The whole time Spencer and Mitch hung out together at Bird Lake that summer, there were secrets keeping them apart. What were those secrets? Read *Blue Lake* to find the answer.

Food

Sugar, *Cherrios*, onion rings, grilled cheese, pizza, sweet potatoes with marshmallows, glazed donuts

Challenging Words

affected	(p. 21 HB)	morass	(p. 89 HB)
frustration	(p. 28 HB)	resemblance	(p. 88 HB)
inarticulateness	(p. 149 HB)	schmaltzy	(p. 61 HB)
intruders	(p. 35 HB)	tentatively	(p. 71 HB)
lopsided	(p. 45 HB)	venomous	(p.52 HB)

Figurative Language

Similes

- "His mind was an aquarium, and his thoughts were darting around, this way and that, like little fish." (p. 40 HB)
- "The clouds were like lumbering apricot elephants with huge, round bellies." (p. 32 HB)
- "There were so many wrinkles on the surface of the lake it looked like a bedsheet in the morning." (p. 120 HB)

Metaphors

- "The sun was a ball of fire." (p. 132 HB)

Curriculum Connections

Fine art

- *Bird Lake Moon* has no illustrations, but the scenes in the story are vividly described. Have students choose a scene from the novel and illustrate it with their own drawings based on the author's descriptions.

Language Arts

- Have students think about the troubled relationships in the story. Ask students how they would try to make things better if this was their families. After a class discussion, have students write an account of how they would work toward bringing these family members together.

Cicada Summer

by Andrea Beaty

Annotation

Two very different girls, each hiding deep secrets, meet in a small, rural community. The summer has been quiet for 12-year-old Lily until a new girl, Tinny, comes to town to spend some time with her aunt. Lily has been living in a self-imposed silence for two years, causing great concern for her father and neighbors, even fears that she has serious brain damage. However, Lily observes everything going on around her and smells trouble brewing from the odd behavior of Tinny. But why does Lily read her favorite mysteries, the *Nancy Drew* stories, only in secret? Try unraveling the clues in this realistic fiction story that shifts between past and present. (Grades 3-6) (AR 4.7)

Author on the Internet

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

Realia

Item: Cicada drawing or specimen and Nancy Drew books

Statement: “Some people think the cicadas bring trouble when they come to town. I don’t think that is true. I think trouble finds its way without any help at all.” Read all about it in *Cicada Summer*.

Food

Zucchini bread, surprise salad, bacon and tomato sandwiches, candy bars, egg salad.

Challenging Words

brochures	(p. 117 HB)	pudgy	(p. 148 HB)
cicada	(p. 1 HB)	rickety	(p. 112 HB)
creases	(p. 31 HB)	sedan	(p. 39 HB)
crackling	(p. 93 HB)	sinister	(p. 88 HB)
crocheted	(p. 21 HB)	surveyor	(p. 83 HB)

Figurative Language

Similes

- “Judy Thomas is wound up like a tiger ready to pounce on the next spelling word.” (p. 3 HB)
- “I am like an old table to them. Just something to step around.” (p. 7 HB)
- “He looks like someone just ran over his dog and then backed over it to make sure it was dead.” (p. 56 HB)

Idioms and Expressions

- “Pete walks in with his head so low his chin nearly scrapes the floor.” (p. 56 HB)

Curriculum Connections

Character Education:

- Read to class several passages from the book that mention Tinny’s habit of stealing. Ask the students for suggestions about why they think she developed this habit. Ask the students to discuss the consequences of this behavior.

Language Arts:

- Have students write the following letters: from Lily to Pete and from Lily to her Dad.
- Read passages from *Nancy Drew* mystery books and ask students why they think these books appealed to Lily.
- Prepare students for a discussion on symbolism in *Cicada Summer* by sharing the following facts about the insect. Sometimes cicadas can damage small trees and shrubs when large numbers of the insects emerge from the ground. They create loud buzzing sounds during their brief lifespan of three to four weeks in summer. Because occasionally cicadas have been known to damage plants, some people associate their presence with problems (*Gale Encyclopedia of Science*).

A literary symbol is something which stands for itself yet suggests a broader meaning. Discuss the author’s use of cicadas as a symbol for trouble in *Cicada Summer* (see statement above).

Example: In *Harry Potter and the Sorcerer’s Stone*, a lightning bolt scar on Harry’s forehead serves as a symbol in several ways. First, the scar is a badge of honor, referring to Harry’s survival in one battle and foretelling other conflicts to come. It is also a connection to the past, both to Voldemort and to Harry’s parents. In addition, the scar represents Harry’s sensitivity, as it hurts when anyone sends hateful thoughts his way.

For more details, see: <http://www.sparknotes.com/lit/harrypotter/themes.html>

Science:

- Take students to the library media center to research cicadas and other insects. Have the students create a poster that illustrates the life cycle of these insects.

The Earth Dragon Awakes

by Laurence Yep

Annotation

Eight-year-old Henry Travis is living in San Francisco in the spring of 1906. His friend Chin, nine, helps in the Travis household where his father, Ah Sing, is cook and houseboy. Nothing could prepare the boys for the fateful events of April 17, when the Great Earthquake and Fire hit the city, consuming houses and lives and practically destroying San Francisco. The friends, each with his family, try to make their way to safety amid the chaos and devastation. As they do, they learn to face dangers, make life-saving decisions, and understand the true meaning of courage. (Grades 3-6) (AR 4.7)

Author on the Internet

<http://www.harpercollinschildrens.com/HarperChildrens/Kids/AuthorsAndIllustrators/ContributorDetail.aspx?Cid=12929>

Realia

Item: Postcards of San Francisco (showing places mentioned in the book) and umbrellas (preferably in an old-fashioned stand)

Statement: Lives are changed forever during a disaster such as the 1906 earthquake in San Francisco. Read about this event and the challenges faced by the two boys in *The Earth Dragon Awakes*.

Food

Chinese fortune cookies

Challenging Words

bureau	(p. 23 HB)	relentless	(p. 76 HB)
charred	(p.103 HB)	rubble	(p. 78 HB)
debris	(p. 35 HB)	shawl	(p. 2 HB)
devours	(p. 72 HB)	soot	(p. 68 HB)
exasperated	(p. 44 HB))	stampede	(p. 25 HB)
flimsy	(p. 7 HB)	surrey	(p. 38 HB)
hydrants	(p. 50 HB)	tenement	(p. 13 HB)
looters	(p. 56 HB)	threshold	(p. 5 HB)
manuscripts	(p. 60 HB)	whinnies	(p. 67 HB)
precariously	(p. 74 HB)		

Figurative Language

Similes

- “Compared to the earth’s core, the surface is very thin. It floats on the hot core like a piecrust.” (p. 8 HB)
- “The two plates shove each other like two wrestlers.” (p. 9 HB)
- “Streetlamps glitter like jewels.” (p. 12 HB)
- “The American buildings look like they’re wearing Chinese disguises.” (p. 13 HB)
- “The tenement creaks and groans like an old giant. Their bed and bureau prowl like hungry animals.” (p. 23 HB)
- “They stand stiffly, like Henry’s cousin’s doll in their toy house.” (p. 31 HB)
- “Suddenly a breeze brushes his face like a soft hand.” (p. 34 HB)
- “Dust rises in ribbons, like tiny ghosts.” (p. 40 HB)
- “Flames wag out of the windows like salamander tongues.” (p. 42 HB)
- “They pass by an automobile. The heavy machine rests on its side like a sleeping animal.” (p. 43 HB)
- “It rears up like a giant monster. A tongue of flame licks its hungry mouth.” (pp. 60-61 HB)
- “The sky looks like a blue blanket with a crimson border. Smoke rises like black stripes.” (p. 62 HB)
- “His face becomes striped like a tiger.” (p. 65 HB)
- “Specks of soot and fiery sparks fill the air. They look like hordes of angry flies.” (p. 68 HB)
- “The fire seems like a living monster now. It has taken their homes. Now it wants them. It reaches out fiery paws.” (p. 81 HB)
- “Clouds of smoke roll overhead like copper waves.” (p. 86 HB)
- “The panicky horse cuts through the crowd like a ship through a sea.” (p. 87 HB)
- “Here and there a steel beam curls upward like a burned pretzel.” (p. 103 HB)

Metaphors

- “A tongue of fire dances on his shoulder.” (p. 48 HB)

Curriculum Connections

Character Education:

- Remind students that Chin and Henry start out by admiring the heroes in the “penny dreadful” novels. Then discuss with class what characteristics contribute to making a person a hero. Ask students how Chin and Henry’s view of heroism changes in the story.
- Take students to the library media center to research one or two other disasters, whether natural or caused by man: Examples include the following: September 11, Pearl Harbor, earthquake in Haiti, tsunami in Indonesia, Hindenburg disaster, eruption of Mt. Vesuvius, eruption of Mt. St. Helens, Hurricane Katrina, Gulf of Mexico oil spill, Challenger disaster of 1986. A comprehensive list may be found at <http://www.infoplease.com/ipa/A0001437.html>. Discuss heroic acts documented during those disasters. Have students find a specific example of a man, woman, or child who was identified as a hero and describe what they did.

- Discuss the characteristics of a hero with the class. Then have them write about a hero or heroine in their own lives. Ask them to identify what that person has done that makes him/her a hero.

Geography/Social Studies:

- Project a political map in order to have the students locate California and San Francisco. Measure the distance between your hometown and San Francisco.
- Have students study a map of the city of San Francisco (e.g., <http://www.mapsofworld.com/usa/san-francisco-city-map.html> or request one from AAA) and have students identify places mentioned in the book and trace the routes taken by Chin and Henry.
- Briefly discuss with students Chinese immigration to the United States, specifically to California. Have students research notable Chinese-Americans and the contribution of Chinese immigrants to the American culture.
- Share with students photographs and eyewitness accounts of the Great Fire and Earthquake, using the following site: <http://www.mapsofworld.com/usa/san-francisco-city-map.html>.

Language Arts:

- Have students construct two timelines from the different chapters that show how each boy is coping with the disaster.
- Read to students an additional fiction book (or have small groups read one of the stories below) on this topic. Have students compare the setting (if different from San Francisco), the characters, and the events that took place. Some book possibilities are: *Earthquake Terror*, by Peg Kehret; *Quake! Disaster in San Francisco, 1906*, by Gail Karwoski; *Earthquake in the Early Morning*, by Mary Pope Osborne; and/or *Night of the Howling Dog*, by Graham Salisbury.

Science:

- Take students to the library media center to research earthquakes in *The World Almanac* or a similar publication. Students could construct a data chart that includes the following information about major earthquakes: dates, places, magnitude, and number of casualties.
- Discuss the significance of the major fault lines in the world and concentrate on the San Andreas Fault Line. Project a map and/or an aerial photo showing the San Andreas Fault Line. Possible websites to use include:
<http://geology.com/san-andreas-fault/>
<http://geology.com/articles/san-andreas-fault.shtml>
<http://pubs.usgs.gov/gip/earthq3/contents.html>
http://geology.about.com/od/geology_ca/tp/aboutsaf.htm

Continue the discussion by having students research plate tectonics, identifying where the major world faults are located and whether countries in lying on these faults have experienced earthquakes. Possible websites to use include:

- <http://www.ucmp.berkeley.edu/geology/tectonics.html>
- <http://pubs.usgs.gov/gip/dynamic/dynamic.html>

Eleven

by Patricia Reilly Giff

Annotation

In his grandfather's attic, eleven-year-old Sam MacKenzie finds a mysterious newspaper clipping that appears to be about him. Unfortunately, Sam cannot read. However, he recognizes his name and manages to decode the word "missing." Sam's curiosity about his identity leads him to an unlikely friendship with Caroline, a new girl in his class. Sam is talented with wood and Caroline can read and write. Together, they build a wooden castle for a school assignment. During this collaborative project, Sam eventually finds out where he belongs and Caroline, whose family moves around a lot, gains a friend—something she never expected to happen. Readers will eagerly join the duo in this fast-paced mystery. (Grades 3-6) (AR 4.1)

Author on the Internet

<http://www.randomhouse.com/features/patriciareillygiff/index.htm>

Realia

Item: Small wooden sailboat with two masts, old newspaper clipping about something or someone missing, picture of castle with many turrets

Statement: On his eleventh birthday, Sam discovers a mystery about his past, which has him questioning his identity. Could the truth be unlocked with a newspaper clipping, a boat, a castle, and eleven? Read *Eleven* to find the answers.

Food

Gummy Bears, curry, chocolate covered strawberries, bread and mashed peas (peas porridge)

Challenging Words

accomplishment	(p. 103 PB)	hesitation	(p. 68 PB)
anxious	(p. 99 PB)	impatiently	(p. 102 PB)
armoire	(p. 52 PB)	ridiculous	(p. 8 PB)
banisters	(p. 15 PB)	sari	(p. 22 PB)
constellation	(p. 41 PB)	sphinx	(p. 17 PB)
exhausted	(p. 136 PB)	turrets	(p. 18 PB)
fumbled	(p. 7 PB)	twang	(p. 34 PB)
guardrails	(p. 61 PB)	vague	(p. 80 PB)
hesitated	(p. 9 PB)	wisp	(p. 32 PB)

Figurative Language

Similes

- "The rocks reappeared like turtle backs, shiny, ridged, and black." (p. 4 PB)
- "They slept like hibernating bears." (p. 4 PB)

- “She moved lightly, like one of the small yellow finches that flew by every fall.” (p. 22 PB)
- “How could he say the lines moved like black spiders, stretching their legs and moving their feelers across the pages?” (p. 34 PB)

Metaphors

- “There was a constellation of freckles on her cheeks.” (p. 41 PB)
- “Your brain is a computer. Touch the right button and everything will come spewing out.” (p. 48 PB)

Curriculum Connections

Language Arts:

- Remind students that Caroline calls Sam Sam-I-Am by reading selected passages from the book. Have students use the library media center search station to discover books whose main characters are named Sam. Follow up by having small groups read several of these books and report back to the class after completing a compare/contrast worksheet.

Social Studies/Geography:

- Implement collaborative activity planned by teacher and library media specialist. Take students to the library media center to have them research the Iroquois tribe and their legends.
- Assign a research project to the class to research medieval history. Have students create a project that includes the following items: castles, armor, knights, battles, and medieval foods.
- Organize class into small groups. Have students research the Thousands Islands in New York and Florida, using a compare/contrast activity on the geography and ecosystems in each locality.

The Girl Who Could Fly

by Victoria Forester

Annotation

Piper McCloud is not your ordinary girl. From the time she was a baby, she is aware that she has a special talent. Piper is able to fly! Unfortunately, her ordinary family and the folks of Lowland County are not able to cope with Piper's special talents. Piper jumps at the opportunity to enroll at Dr. Hellion's top secret school, I.N.S.A.N.E. There she meets other children with extraordinary talents like telekinesis, X-Ray vision, and the ability to create their own weather. Will the special school be a safe haven for students with unique talents, or possibly the most dangerous place in which they can find themselves? Read *The Girl Who Could Fly* to find the answer to that question. (Grades 3-6) (AR 6.0)

Author on the Internet

<http://www.victoriaforester.com>

Realia

Item: Small wooden carved bird

Statement: Piper's father carves a bird necklace for her before she leaves. Why? Find the answer by reading *The Girl Who Could Fly*.

Item: Multi-colored flower and paper airplane

Statement: Conrad destroys Bella's science experiment, Princess Madrigal, with a paper airplane. What was the reaction after this event? Find the answer by reading *The Girl Who Could Fly*.

Challenging Words

amassed	(p. 29 PB)	ministrations	(p. 159 PB)
apprise	(p. 259 PB)	nonchalantly	(p. 213 PB)
complying	(p. 52 PB)	physiological	(p. 182 PB)
disenchantment	(p. 75 PB)	piece de resistance	(p. 250 PB)
exponentially	(p. 55 PB)	resonated	(p. 75 PB)
guillotined	(p. 102 PB)	stalemate	(p. 256 PB)
impervious	(p. 153 PB)	unabashed	(p. 44 PB)
inexplicably	(p. 143 PB)	unrelentingly	(p. 93 PB)
sacrilegious	(p. 125 PB)	unremitting	(p. 225 PB)

Figurative Language

Similes

- "Like a phoenix rising from the ashes, Bella rose to her feet, holding up the flower." (p. 104 PB)
- "Agent A. Agent stood silently behind her right shoulder, like a statue..." (p. 129 PB)

- “Jasper wouldn’t let Piper out of his sight and followed her around like a lost puppy.” (p. 141 PB)
- “Piper brushed the silver patches on his head, and they were so smooth that it felt like stroking velvet.” (p. 165 PB)
- “You look like a turkey gobbling your breakfast.” (p. 145 PB)

Metaphors

- “This laboratory was nothing short of a torture chamber.” (p. 162 PB)

Idioms and Expressions

- “It wasn’t uncommon for kids to crack up” (p. 190 PB)
- “We run a tight ship around here.” (p. 107 PB)
- “They gonna pack me off home with my tail between my legs.” (p. 130 PB)

Curriculum Connections

Character Education:

- Have students choose a character trait and locate examples from the book (*e.g.*, empathy: Conrad demonstrated this when he stole Jasper’s food. Piper demonstrated this when she freed Sebastian.)
- Discuss different character traits with the students, listing them on the board. Have students select three characters and their strongest character trait (*e.g.*, Conrad’s strongest character trait is problem-solving because. . .). Have students support their opinion with details from the story.

Fine Arts:

- Discuss the use of a storyboard and share examples with class. Have students illustrate their favorite scene from the novel, using the storyboard format.
- Project pictures of different animals on the board. Then shuffle the legs, heads, and bodies of the animals so that new creatures are created. Have students create a mutated animal (*e.g.*, Sebastian) from art materials.

Language Arts:

- Share Sebastian’s song with the students. Have the students create a song from one of the character’s point of view. For example, students could create a song from Conrad’s point of view when he destroyed Princess Madrigal and devastated Bella.
- Have students write a short diary entry about pretending that they are a student at I.N.S.A.N.E. What are their special talents? Where did they come from? What was their life like before Dr. Hellion found them. Have the students maintain the diary for several weeks.

Social Studies/Geography:

- Have students create a map of the I.N.S.A.N.E. Institute, including a legend.

The Gollywopper Games

by Jody Feldman

Annotation

Join the fun of these promotional games to solve puzzles and win physical challenges with Gil, who enters to improve life for his family. Since his father lost his job in a complex series of events, 12-year-old Gil has experienced difficulties at home and school. Now these games offer a chance to turn things around if he can beat out the other contestants in a series of brainteasers. The plot invites readers to work out answers to puzzles as they follow the fast-paced action of this suspenseful story. (Grades 4-7) (AR 3.9)

Author on the Internet

<http://www.jodyfeldman.com/flash.html>

Realia

Item: Copies of word and/or number puzzles

Statement: Do you have what it takes to solve all the puzzles and beat out 5,000 other contestants to win the ultimate prize? Read *The Gollywopper Games* to see if Gil can do it.

Food

Pizza, fried chicken, *Laffy Taffy*, peanuts, cotton candy, hot dogs, hamburgers, french fries, potato chips, tortilla chips, cheese curls, pretzels, cookies, doughnuts, pies, cakes, chocolate volcano ice cream

Challenging Words

appease	(p. 298 PB)	liable	(p. 15 PB)
consolation	(p. 200 PB)	loped	(p. 222 PB)
decipher	(p. 124 PB)	mortifying	(p. 201 PB)
disintegrating	(p. 15 PB)	relinquished	(p. 93 PB)
dredge	(p. 200 PB)	resonated	(p. 48 PB)
embezzle	(p. 9 PB)	ricocheted	(p. 210 PB)
enunciated	(p. 201 PB)	schmooze	(p. 114 PB)
impropriety	(p. 275 PB)	sequestered	(p. 209 PB)
incompetents	(p. 166 PB)	translucent	(p. 243 PB)
insinuating	(p. 89 PB)	withered	(p. 197 PB)

Figurative Language

Similes

- “The media swarmed toward them like a wave of gnats.” (p. 87 PB)
- “His mouth tasted like he’d licked lawn mower dirt.” (p. 95 PB)
- “Things’ll run smoothly as a greased pig through buttered hands.” (p. 109 PB)

- “His stomach knotting like an over twisted rubber band.” (p. 196 PB)
- “Bert Golliwop’s face turned as red as a cartoon character just before steam whistles out his ears.” (p. 201 PB)

Idioms and Expressions

- “I don’t have eyes in the back of my head.” (p. 21 PB)
- “Don’t take any wooden nickels.” (p. 45 PB)
- “All fair and square.” (p. 112 PB)

Curriculum Connections

Character Education:

- Brainstorm with student to create a list of characteristics that make a good leader. Ask the students to identify other characters from books or films that exemplified these characteristics.
- Conduct a discussion and then instruct students to write about cheating. Discuss the phrase: “Cheaters never win and winners never cheat.” Remind students that Gil realizes that he has to deal with cheaters. Do the students agree with the way he handled the cheating? What could they have done differently? Can they think of any situations when cheating may be acceptable?

Fine Arts:

- Show students various board games and discuss the goal and the rules of each game. Have students work in small groups to design a board game. After completing this task, have small groups exchange board games so that they can play the new games.
- Project on the board a sample of advertisements for toys in both print and nonprint formats. Discuss the use of color, words, and images. Then have students create a toy advertisement for either a magazine or a television commercial.

Language Arts:

- Share examples of word puzzles such as anagrams, cryptograms, word searches, crossword puzzles, brainteasers, etc. with students. Organize the class into small groups and have each group construct a word puzzle. Internet sites that may be used include the following:
 - <http://www.squiglyplayhouse.com/PencilPuzzles/>
 - <http://kids.niehs.nih.gov/braintpics.htm>
 - <http://www.printactivities.com/Cryptogram-Puzzles.shtml>
 - <http://www.agameaday.com/0105/075calendar2.htm>
- Review with students the characteristics of persuasive writing. Have students write to their parents to convince them to purchase a new toy.

Mathematics

- Play a variety of math games online. Internet sites that may be used include the following:
 - <http://www.mathsisfun.com/puzzles/index.html>
 - <http://www.coolmath-games.com/1-board-games-01.html>
 - <http://www.funbrain.com/sudoku/Sudoku.html>
 - <http://www.mathematics.hellam.net/>

Science

- Project the following Internet site on the board: <http://www.sciencetoymaker.org/>. Organize class into small groups and have students select and create their own science toy.
- Discuss the history of the balloon. Have small groups make hot air balloons.
 - <http://pbskids.org/zoom/activities/sci/hotairballoon.html>
 - <http://www.exploratorium.edu/lc/balloons/>

Social Studies/Geography:

- Have students research one of the top toy manufacturers (e.g., Mattel, Hasbro, Bandai, Lego, Tiger, Playmobil, Galoob, Brio, Playmates Toy, Toymax, Ohio Art, Discovery Toys). Have students write about the history of the company, including which products have been the most successful, etc.
- Have students create a timeline of the most popular toys by the decades from 1900 until 2010.

Kenny & the Dragon

by Tony DiTerlizzi

Annotation

The villagers in Roundbrook hear that a dragon is running loose across the countryside and the folks get the wrong idea. Now, in the typical dragon story style, it is time for a fight to the death. But wait a minute! This dragon is special and the friend of Kenny Rabbit. What should Kenny do? How will he save the day and give the villagers front-row seats to the famous battle between St. George and the dragon? Does Kenny succeed? Join other readers in the front-row seats to watch this enticing tale unfold. (Grades 3-6) (AR 5.4)

Author on the Internet

<http://www.diterlizzi.com>

Realia

Item: *The Reluctant Dragon* by Kenneth Grahame or another fairy tale dragon book or poetry book, shield

Statement: What would you do if your two best friends were supposed to fight each other to the death? Read how Kenny uses his love of books to solve his problem in *Kenny & the Dragon!*

Food

Crème brulee, Corn chowder, Ginger beer.

Challenging Words

acquaintance	(p. 31 HB)	connoisseur	(p. 32 HB)
aggression	(p. 21 HB)	Crème brulee	(p. 25 HB)
arduous	(p. 76 HB)	drake	(p. 25 HB)
bantling	(p. 19 HB)	extermination	(p. 44 HB)
debunking	(p. 39 HB)	imminent	(p. 44 HB)
bestiary	(p. 9 HB)	ingenious	(p. 120 HB)
blackguard	(p. 40 HB)	kerfuffle	(p. 65 HB)
carnivorous	(p. 5 HB)	scourge	(p. 1 HB)
chivalrous	(p. 85 HB)	varmint	(p. 13 HB)

Figurative Language

Similes

- “Like a bulldozer Kenny shoved his toys and books under his bed.” (p. 56 HB)
- “As big as that building” (p. 57 HB)
- “Teeth like blood-dripping daggers.” (p. 57 HB)

Metaphors

- “The river within him was frozen.” (p. 87 HB)

Idioms and Expressions

- “Get your head out of the clouds.” (p. 4 HB)
- “The gears in the lad’s brain began to turn.” (p. 5 HB)
- “Not in a million years” (p. 7 HB)
- “Never my cup of tea” (p. 24 HB)
- “Renaissance fellow” (p. 24 HB)
- “Chip off the old block” (p. 32 HB)
- “Mum’s the word.” (p. 36 HB)

Curriculum Connections

Character education:

- Remind students that Kenny finds himself in the middle of a disagreement between his friends. Have students describe similar situations they have faced and brainstorm what they would do given this predicament.
- Discuss with students the themes of friendship, duty, tolerance, and pacifism. Have the students suggest books or films in which these themes were represented.
- Lead a discussion with students on bullying and collusion. Have students suggest which characters exhibited these characteristics. Which characters made good choices?

Language Arts:

- Organize class into small groups and have them create a class bestiary with their own imaginary creatures. Have students write about each animal’s appearance, size, habitat, diet, etc. and include an illustration of each creature.
- Read to class the book *Ferdinand the Bull* by Munro Leaf. Have students complete a compare/contrast chart featuring Grahame and Ferdinand.
- Explain to students that the author based this book on *The Reluctant Dragon* by Kenneth Grahame. Read both books to students and have students compare/contrast these dragon stories.
- Read passages from the book that illustrates the fact that Grahame loves poetry. Have students write their own poems based on the characters in the story. Review various forms of poetry with students, if necessary, including ballads, odes, and epics.
- Remind students that Grahame loves crème brulee and scorches the top of this dessert with his nostril! Have students rewrite recipes from cookbooks with instructions for dragons to cook.

Social Studies/Geography:

- Take students to the library media center to research how dragons are depicted in various cultures. Have students create a Tree Map or other chart comparing their findings.
- Have students research Medieval knights, explaining what their duties were and what they wore.
- Have students search for examples of coats of arms and shields. Have students design their own shield with their coat of arms.

Masterpiece

by Elise Broach

Annotation

Eleven-year-old James is disappointed when he receives a pen and ink drawing set from his father for his birthday, but it brings him a true friendship. Marvin the beetle, who lives with his family in the kitchen of the Pompaday apartment, senses James' depressed mood and uses the art supplies to create a drawing for him. The miniature artwork delights the boy, but his mother mistakenly assumes it is James' work. A friendship grows between the boy and the beetle when they visit a museum and somehow get involved in the world of art forgery and theft. The two reluctantly forge the artwork of Albrecht Dürer to help the Metropolitan Museum of Art stage a heist to recover the artist's other stolen work. Readers will willingly enter this fantasy world of human and arthropods which is filled with joy and humor. (Grades 4-8) (AR 4.8)

Author on the Internet

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

Realia

Items: Pen and ink set, pad of drawing paper

Statement: A disappointing gift turns into the most amazing thing ever to happen to James, who gains an unusual best friend and then gets involved with forgery, art thieves and the FBI! Find out all about his adventures by reading *Masterpiece*.

Food

Strawberry *Pop-Tart*, birthday cake

Challenging Words

claustrophobia	(p. 189 PB)	interminable	(p. 33 PB)
contrition	(p. 223 PB)	lucrative	(p. 164 PB)
exasperation	(p. 20 PB)	meticulous	(p. 30 PB)
exceptional	(p. 3 PB)	mournfully	(p. 50 PB)
fastidious(ness)	(p. 67 PB)	precariously	(p. 58 PB)
festooned	(p. 14 PB)	sanctuary	(p. 108 PB)
foolhardy	(p. 5 PB)	smorgasbord	(p. 16 PB)
foreboding	(p. 176 PB)	surreptitiously	(p. 103 PB)
fumigation	(p. 129 PB)	vigorously	(p. 4 PB)

Figurative Language

Similes

- “James couldn't have drawn that. It looks like some kind of museum reproduction, like one of those old engravings.” (p. 37 PB)

Curriculum Connections

Character Education:

- Have students examine the four virtues: temperance, justice, fortitude and prudence. Lead a discussion on which virtue the students think played the most significant part in the book.
- Brainstorm with students the virtues we value today and compare them to the four 15th century virtues discussed in the story. Have students create a drawing that represents their most respected virtue.

Fine Arts:

- Have students read biographies of Dürer and other artists of the 15th century. Continue with additional research on these artists.
- Have students compare and contrast the real works of Albrecht Dürer with the descriptions of the fictional works in the book. Project pictures of these famous works to give students additional background information.

Social Studies/Geography:

- Have students use the Metropolitan Museum of Art's website to plan a visit, highlighting the art of 15th century Europe, as well as other exhibits that interest them. Conclude the assignment with students printing out the museum map and drawing out their itinerary.
http://www.metmuseum.org/visit/while_here/

Mogo, the Third Warthog

by Donna Jo Napoli

Annotation

Like the third little pig in the folktale, Mogo is practical and smart. But this warthog also has a heart, and one day he feels as if his heart will break. His beloved mother tells him and his two brothers that they must leave the family and find their own solitary way in the world. It is the way of all boars. Now alone, Mogo must face the constant dangers of the African savanna. He uses cunning and intuition to evade Monster, a nasty wild dog who has made it a point to hunt him down. Through it all, Mogo manages to delight in the world around him and even make friends. And as he tries to survive, Mogo decides there's more: "It's not enough just to stay alive. Life is meant to be lived to the fullest, and enjoyed." Readers will thoroughly enjoy this delightful, heartwarming story. (Grades 3-6) (AR 3.6)

Author on the Internet

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

Realia

Item: Map of Africa, preferably one showing the warthog's range (check *Wikipedia*)

Statement: Life is difficult for Mogo as he learns how to survive without his mother. Read all about his adventures in *Mogo, the Third Warthog*.

Challenging Words

acacia	(p. 143 HB)	intermittently	(p. 100 HB)
blithely	(p. 20 HB)	lunatic	(p. 173 HB)
calluses	(p. 10 HB)	nomadic	(p. 133 HB)
cantered	(p. 29 HB)	raucous	(p. 173 HB)
carrion	(p. 155 HB)	rivulets	(p. 56 HB)
conundrum	(p. 6 HB)	palatial	(p. 152 HB)
credo	(p. 79 HB)	precariously	(p. 60 HB)
futilely	(p. 22 HB)	pungent	(p. 38 HB)
guttural	(p. 100 HB)	tassel	(p. 3 HB)
incisors	(p. 32 HB)	turmeric	(p. 10 HB)

Figurative Language

Similes

- "The air sat on my tongue like a living thing. Like a stunned grub. (p. 38 HB)

Curriculum Connections

Language Arts/Character Education:

- Have students compare and contrast the setting, plot, and characters of the traditional story of *The Three Little Pigs* to those found in *Mogo, The Third Warthog*.
- Read passages from the book to students that describe Mogo and his brothers. Have students compare Mogo to his two brothers, identifying the characteristics of each one and how these characteristics affect what happens to each.
- Work with class to compile a list of as many characters as possible that appear in the story. Have students briefly describe each one, using only adjectives and concentrating on character trait (e.g., Mogo is dependable and observant. Monster is vicious and vengeful).
- Have students create a timeline of the story showing the different events that took place in Mogo's life.

Social Studies/Geography:

- Project a map of Africa and have students identify where the main savanna areas are located on the continent.
- Work collaboratively with the library media specialist/teacher to have students research endangered animals. Are any of the animals mentioned in the story endangered or threatened? What other animals that are considered endangered live in the savanna?

Science:

- Have students research each of the animals mentioned in the story, including warthogs. Students should give a physical description of each one, as well as their eating habits, life spans, etc.
- Project a blank chart on the board and with the students complete the chart indicating which animals in the story are predators and which are their prey.
- Have students research life in the African savanna, locating information on the following topics: which months make up the rainy season; what are the average temperatures throughout the year; and what other plants, beside the acacia, grow in the savanna?

Useful Internet sites for research and further information:

<http://www.nature.ca/notebooks/english/warthog.htm>

http://animaldiversity.ummz.umich.edu/site/accounts/information/Phacochoerus_africanus.html

<http://www.awf.org/content/wildlife/detail/warthog>

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/warthog/>

Obi, Gerbil on the Loose

by M. C. Delaney

Annotation

Rachel is crazy about her pet gerbil Obi, and the feeling is entirely mutual. When the family goes on vacation and the neighbor boy neglects to feed Obi she must channel her “inner- Jedi knight” and become a brilliant problem solver in order to survive. Obi’s adventures include encounters with a tarantula, boa constrictor, and sneaky cats. (Grades 3-6) (AR 4.8)

Realia

Item: Small Obi-Wan Kenobi figure

Statement: What is the connection between this little Obi-Wan Kenobi figure and Obi, the gerbil? Read all about it in *Obi, Gerbil on the Loose!*

Challenging Words

abetting	(p. 79 HB)	flabbergasted	(p.19 HB)
arachnid	(p. 93 HB)	forlorn	(p. 65 HB)
asphalt	(p. 48 HB)	furtive	(p. 49 HB)
befuddled	(p. 19 HB)	garrulous	(p. 18 HB)
bewildered	(p. 38 HB)	idiotically	(p. 37 HB)
commotion	(p. 33 HB)	incarcerating	(p. 8 HB)
conspiratorial	(p. 49 HB)	indoctrination	(p. 131 HB)
curmudgeon	(p. 133 HB)	quizzical	(p. 77 HB)
elongated	(p. 49 HB)	retrospect	(p. 3 HB)

Curriculum Connections

Character Education:

- Discuss with students the different types of character traits. Have students list the character traits Obi demonstrated and give a concrete example from the book (e.g., Obi was brave when he ventured out of his cage in search of food.).
- Discuss with students the different types of character traits. Have students make a list of negative traits that a character demonstrated and provide an example (e.g., Tad was dishonest when he hid Rachel’s CD’s so her brother wouldn’t have to listen to her music.).

Fine Arts:

- Share home decorating and architecture magazines with students and/or visit various Internet sites for ideas and blueprints. Lead a discussion on the types of styles in decorating and building construction (e.g., Colonial, Craftsman, etc.). Have students create a map of the Armstrong house based on the rooms described in the book and detail Obi’s escape route. Continue assignment by having students create a diorama of one room of the house.

Language Arts:

- Share with students examples of similes found in the book. (See examples above.). Ask students to create ten original similes and share with the class.
- Have students research the essential question, “What is the best pet for me?” Students will provide a rationale for their opinion after considering at least 3 different animals.

Social Studies/Geography:

- Project a United States map on the board. Discuss points of interest in various states. Have students choose a vacation spot for the next Armstrong trip and research the area for landmarks and points of interest.

Piper Reed, Navy Brat

by Kimberly Willis Holt

Annotation

Piper is sad about leaving her home and friends behind when her father, a Navy aircraft mechanic, is transferred yet again. With help from her often-annoying sisters and a surprise from their parents, she finds happiness in their new home in Pensacola, Florida. Readers will quickly join the family's journey in this engaging, heartwarming story. (Grades 3-6) (AR 3.5)

Author on the Internet

<http://www.kimberlywillisholt.com/piperreedbooks.html>

Realia

Item: Book of sayings, map of United States

Statement: In *Piper Reed, Navy Brat*, her favorite saying was, "Get off the bus." Can you think of other sayings?

Item: Map of United States

Statement: "Gosh, Pensacola was a long way from San Diego." Find out exactly how far using a United States map.

Food

Pizza, funnel cakes, popcorn, shrimp, french fries,

Challenging Words

Air force	(p. 4 PB)	Navy	(p. 4 PB)
Army base	(p. 2 PB)	officer	(p. 5 PB)
Blue Angels	(p. 123 PB)	Pensacola	(p. 5 PB)
commissary	(p. 57 PB)	prodigy	(p. 10 PB)
dyslexia	(p. 25 PB)	relatives	(p. 46 PB)
Marines	(p. 4 PB)	respect	(p. 5 PB)
memorized	(p. 9 PB)	saluted	(p. 5 PB)
mess hall	(p. 83 PB)	San Diego	(p. 5 PB)

Curriculum Connections

Language Arts:

- Share with students examples of similes found in the book. Ask students to create ten original similes and share with the class.

Character Education:

- Lead a class discussion on the character of Piper, focusing on her fear of the move to Pensacola. Have students explain their reactions to Piper's fears.
- Invite a member of the Navy to discuss with the students the role of the U. S. Navy and the career opportunities available in the military.

Fine Arts:

- Have students visit the library media center to begin research on the U. S. Navy and its place in the United States and abroad. Expand this activity by having the students research the Marines, Army and Air Force also.

Social Studies/Geography:

- Have students plot on a United States map the route from San Diego, California, to Pensacola, Florida, noting where the family stopped to visit relatives.
- Have students calculate how long the trip would be from San Diego to Pensacola. Cite tourist sites along the way.
- Project a United States map on the board for the class to review. Discuss with class the main highways connecting San Diego and Pensacola.
- Ask students to locate Pensacola on a blank map of Florida without consulting maps or books. Tally number of students who were able to complete the task. Point out Pensacola's location on a map. Ask students to look up highlights of Pensacola's history.
- Ask students why Pensacola was in national news reports frequently during 2010. Have students conduct a search on Pensacola in 2010 in online databases.
- Introduce students to the web site of the National Naval Aviation Museum <http://www.navalaviationmuseum.org/> which is located on the Naval Air Station in Pensacola. Have students explore the virtual exhibits and collection then answer questions based on the information available. If time permits, have students write questions for classmates to answer based on content from the web site.
 - Sample questions:
 - Identify five types of planes flown by the U. S. Navy.
 - Which president graduated from the U. S. Naval Academy?
 - Name at least two other presidents who were Navy veterans.

Safe at Home

by Mark Lupica

Annotation

Nick is a star catcher in junior varsity baseball at his school, but has trouble handling the pressure when he is called up to varsity. Nick's 8th grade teammates resent having a 7th grader on the team and his new adoptive parents don't understand his love of sports. Pressure mounts as Nick's baseball skills, as well as his schoolwork decline. Can Nick get it together at home and on the field? (Grades 3-6) (AR 5.6)

Author on the Internet

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

Realia

Item: Baseball

Statement: "When he looked at the calendar all he could see was baseball, practically all the way until school started again in the fall." Read all about Nick's conflicts and interests in *Safe at Home*.

Food

"Frozen Peas" ice cream

Challenging Words

adoptive	(p. 24 HB)	sarcastic	(p. 74 HB)
archenemy	(p. 128 HB)	scrimmaging	(p. 49 HB)
back-story	(p. 58 HB)	rookies	(p. 51 HB)
bunt	(p. 125 HB)	technically	(p. 39 HB)
concession	(p. 26 HB)	tremendous	(p. 26 HB)
consistent	(p. 135 HB)	turnstiles	(p. 26 HB)
dugout	(p. 26 HB)	unmistakable	(p. 47 HB)
enthusiastic	(p. 40 HB)	varsity	(p. 2 HB)
intentional	(p. 97 HB)	wheeled	(p. 97 HB)
lacrosse	(p. 5 HB)	wince	(p. 154 HB)

Figurative Language

Metaphors

- "Most of the time, though, Nick was money." (p. 9 HB)

Similes

- "He could see how shocked everybody was when he erased another runner as if he'd hit the 'Delete' key on his computer." (p. 8 HB)

- “A smile would come out of him when he least expected it, like a rabbit popping out of a hat.” (p. 22 HB)
- “When a hitter really connected on a pitch, it was as if a firecracker had gone off next to him.” (p. 27 HB)

Idioms and Expressions

- “His plate was full enough with worry for now.” (p. 23 HB)

Curriculum Connections

Character Education:

- Remind students that Gracie is a good friend to Nick throughout the book. Have students find incidents in the story that show Gracie being a good friend, and write a journal entry about the character traits she is showing.

Language Arts:

- Remind students that at the end of the story, Nick finally feels at home with his adoptive parents. Prior to being adopted, Nick was happy with his foster parents, the Boyds. After reading the book, have students write a letter from Nick to the Boyds in which he tells them about his experiences on the varsity team and with his new family.

Mathematics:

- Have students use baseball to learn math:
<http://www.teachersfirst.com/autoframe.htm?http://www.prongo.com/math/>

Science:

- Have students use baseball to learn science:
<http://www.teachersfirst.com/autoframe.htm?http://www.exploratorium.edu/baseball/>

The Seer of Shadows

by Avi

Annotation

In New York City in 1872, fourteen-year-old Horace, a photographer's apprentice, becomes involved in a plot to create fake spirit photographs in order to swindle a wealthy client who is grieving for her dead daughter. Unfortunately, Horace accidentally frees the ghost of a dead girl bent on revenge. Horace feels honor bound to try and stop her from seeking revenge. Intrigue and suspense will pull readers into this ghostly tale. (Grades 3-6) (AR 5.2)

Author on the Internet

<http://www.avi-writer.com/>

Realia

Item: Photo of an old fashioned camera

Statement: Can taking a picture with this camera make a vengeful ghost appear? Read *The Seer of Shadows* to find out what happens.

Food

Oysters, pork chop, cider, tea, bread and cheese

Challenging Words

aberration	(p.129 PB)	flummoxed	(p.158 PB)
apparatus	(p. 20 PB)	manifestation	(p. 95 PB)
concocted	(p. 85 PB)	perambulators	(p. 37 PB)
condemnation	(p.112 PB)	reasserted	(p.115 PB)
deferential	(p. 2 PB)	regaling	(p.116 PB)
derivation	(p. 8 PB)	restitution	(p.169 PB)
divulge	(p.154 PB)	stupefied	(p. 89 PB)
ectoplasm	(p. 17 PB)	sway	(p.103 PB)
eradicate	(p. 201 PB)	thwart	(p.173 PB)
ergo	(p.157 PB)	unlamented	(p. 96 PB)

Figurative Language

Metaphors

- “Carpeting muted our footsteps, though by contrast the ever-ticking clock seemed to have become the amplified heartbeat of the house.” (p.187 PB)

Similes

- “His face was as round as a ball, a ball upon which features – wide-set eyes, round nose, and puckered lips – seem to have been affixed with horse glue.” (p. 13 PB)

- “It burned between us, like some fortune teller’s golden orb, as we silently looked at each other.” (p. 105 PB)
- “The main gates are like some fantastical beachside sand castle with three gothic towers that stand more than a hundred feet tall.” (p. 118 PB)
- “Her tears glistened like jewels.” (p. 198 PB)

Idioms and Expressions

- “‘Let the dead bury the dead’ was something my father said often.” (p. 24 PB)
- “He wagged a finger at me. ‘Failure brings excuses to the weak but strength to the strong.’” (p. 74 PB)
- “It’s an ill wind that blows no good.” (p. 97 PB)
- “You really are getting into the spirit of things, aren’t?” he said with a grin.” (p. 125 PB)

Curriculum Connections

Character Education:

- Remind students that Horace was feeling conflicted about taking the spirit photographs. Present both sides of the situation and decide have the students decide what they would do.

Fine Arts:

- Invite a local photographer to speak to the class about his/her profession.
- Have students take pictures using a film camera (black and white, color) or digital camera (use different effects) Project photos on the board and have students compare and contrast the finished results.
- Have students make their own pinhole camera.
www.howcast.com/videos/160199-How-To-Make-a-Pinhole-Camera
http://www.kodak.com/eknec/PageQuerier.jhtml?pq-locale=en_US&pq-path=11865
- Assist students with taking and developing black and white photographs.
<http://www.instructables.com/id/Developing-Black-and-White-Film-at-Home/>

Language Arts:

- Take students to the library media center to research New York City current events, advertisements, etc. in the late 1800’s. Using the information, have students write a newspaper.
- Have students read and share ghost stories.

Science:

- Review the principles of photography with students and have small groups create a science project on an aspect of photography.
<http://www.sciencebuddies.org/science-fair-projects/Intro-Digital-Photography.shtml>
<http://www.juliantrubin.com/fairprojects/engineering/camera.html>

Social Studies/Geography:

- Remind students that the Green–Wood Cemetery in Brooklyn, New York is a National Historic Landmark. Have students research and write a report about the history, the monuments/buildings, or famous people buried there.
<http://www.green-wood.com/>
- Have students research a historical topic or person from the time period depicted in the book. Some suggestions include: Horace Greeley, Harriet Beecher Stowe, John Brown, John Ericsson, spirit photography, Tammany Democrats, the Radical Republicans.
- Take students to the library media center to research how the Industrial Revolution impacted the lives of the wealthy and the poor.

Someone Named Eva

by Joan M. Wolf

Annotation

The night after her 11th birthday celebration in 1942, blond and blue-eyed Milada and her family are taken from their home in Lidice, Czechoslovakia, by Hitler's Nazis soldiers. Though not Jewish, they are caught up in Hitler's plan for world dominance. Milada and her family members are separated and she is sent with other blond, blue-eyed children to Lebensborn, a training camp, to be immersed in the German language and Aryan culture. Milada is given a new name, Eva, and schooled to be a proper German girl. She is adopted by a wealthy German family and adapts to her new life with a loving mother and sister, though she never forgets her real identity and the family she left behind. This dramatic historical fiction story of World War II is based on a true account of events in Czechoslovakia. (Grades 5-8) (AR 4.1)

Author on the Internet

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

Realia

Item: Telescope

Statement: Milada is given a telescope for her birthday before she is taken away to Poland. Why? Find the answer in *Someone Named Eva*.

Item: Garnet pin

Statement: Milada's grandmother gives her a garnet pin so she will not forget who she is and where she is from.

Food

Berry dessert, chocolate, hot cocoa

Challenging Words

billowed	(p. 21 PB)	lurched	(p. 21 PB)
calisthenics	(p. 71 PB)	monotonous	(p. 63 PB)
chaotic	(p. 35 PB)	muddled	(p. 43 PB)
desolation	(p. 29 PB)	nestled	(p. 11 PB)
envious	(p. 8 PB)	pungent	(p. 33 PB)
hovered	(p. 45 PB)	rancid	(p. 22 PB)
interrogation	(p. 16 PB)	reek	(p. 16 PB)
intertwined	(p. 18 PB)	scourge	(p. 47 PB)
lavished	(p. 86 PB)	unruly	(p. 8 PB)

Figurative Language

Similes

- “Her eyes latched onto the small girl like a hawk that had found its prey.” (p. 57 PB)
- “Again, Heidi?” she asked, her lips pursed together so tightly that the words coming through them sounded like the hiss of a snake.” (p. 67 PB)
- “Pieces of it still floated in my mind like soft feathers.” (p. 80 PB)
- “Dozens of tiny red candles burned in little glasses beneath the picture, the flames flickering like the stars outside.” (p. 82 PB)
- “For a moment, the whole world became nothing but blank, empty spaces. Everything froze, like a clock that suddenly stops ticking.” (p. 100 PB)
- “Tears rolled down my cheeks as I discovered that another part of myself had slipped from my grasp, like a balloon floating quietly into the sky.” (p. 132 PB)
- “I wonder why the stars blink like that,” Elsbeth said breaking the silence. “They look like little candles in the sky.” (p. 133 PB)

Idioms and Expressions

- “I was learning to put that girl in a box during the day, safe and secure, until just before going to sleep at night.” (p. 65 PB)
- “*Milada, Milada, Milada*, I said to myself, letting the syllables dance in my head in time to my chewing.” (p. 91 PB)

Curriculum Connections

Foreign Languages:

- Have students learn the German words that are in the glossary of the book and have them build a database of words from other languages that they encounter in novels.

Language Arts/Literature

- Review with students the character, setting, and plot of *Someone Named Eva*. Have students compare/contrast this book with *Number the Stars* by Lois Lowery.

Social Studies/Geography:

- Take students to the library media center to research the Lebensborn Center, the tragic story of Lidice, Czechoslovakia, and Ravensbruck. Check this website – <http://www.lidice-memorial.cz> for further information.

Science:

- Have students learn the stories behind the constellations like the Little Dipper, Orion, etc.