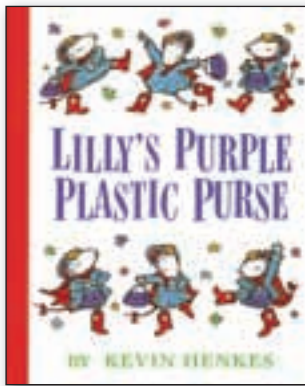


PICTURE BOOKS: Perfect for reading aloud!



Interest Level: K-3
Guided Reading Level: M
Themes: Friendship, Family, School

ABOUT THE BOOK

Lilly loves everything about school, especially her teacher, Mr. Slinger. Lilly just can't wait until Sharing Time to show off her movie star sunglasses, her shiny quarters, and her purple plastic purse; she continually interrupts Mr. Slinger to show her classmates her new possessions. Finally, when Mr. Slinger takes Lilly's things away from her, Lilly draws a mean picture of him. It isn't until Mr. Slinger gives her belongings back to her with a kind note and snacks that Lilly realizes she owes Mr. Slinger an apology.

DISCUSSION QUESTIONS

- Why does Lilly like Mr. Slinger? How does Mr. Slinger make Lilly feel?
- How does Lilly's apology affect her, Mr. Slinger, and the class?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details 2.1, 2.3; Integration of Knowledge and Ideas 2.7; Language: Knowledge of Language 2.3.

ACTIVITY

Explain the format of a riddle and write an example with the class. Ask students to make a list of objects (nouns) that are their favorite or special possessions. Then ask each student to select one of the objects and to write a riddle that's a clue to the object's identity. The students can present their riddles to the class, and their classmates can guess what the objects are.

Correlates to Common Core Standard Reading Literature: Craft and Structure RL.2.4.



Interest Level: K-3
Guided Reading Level: M
Themes: Friendship, Family, School

ABOUT THE BOOK

When Mr. Slinger announces that he's getting married, Lilly decides she is going to be the flower girl at the wedding. She practices and plans for her big day, until Mr. Slinger gently tells Lilly that his niece, Ginger, is going to be the flower girl. She can be Ginger's assistant, he suggests. Lilly isn't too happy about that, but she decides to make the best of it. On Mr. Slinger's wedding day, Lilly shines—proving that she is the best *assistant* flower girl Mr. Slinger could have chosen.

DISCUSSION QUESTIONS

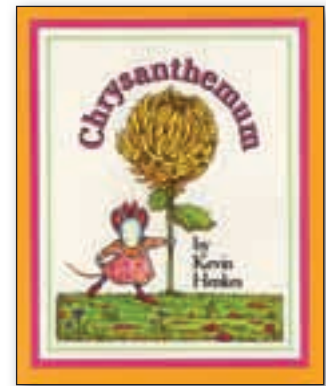
- How does the reader know what Lilly is feeling? What clues do you get from the author's word choices? From the illustrations?
- Why does Lilly misunderstand her parents' explanations of why she can't be Mr. Slinger's flower girl?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details 2.1, 2.3; Integration of Knowledge and Ideas 2.7; Language: Knowledge of Language 2.3.

ACTIVITY

Using Lilly's self-portrait as an example, ask students to look in the mirror and draw self-portraits depicting themselves doing something to help others. Ask students to write an explanation of the helping activity, what tools (if any) they use in the course of the activity, and why they have chosen this particular activity to draw. Make a bulletin board of their finished (but unsigned) portraits, and ask the students to guess the identity of their classmates in each of the drawings.

Correlates to Common Core Standard Writing: Text Types and Purposes W.2.2; Production and Distribution of Writing W.2.5; Language: Conventions of Standard English L.2.1.



Interest Level: K-3
Guided Reading Level: L
Themes: Friendship, Family, Bullying

ABOUT THE BOOK

Chrysanthemum loves everything about her perfect name until her first day of school. When a trio of mean girls teases and taunts her about the unsuitability of her name, Chrysanthemum doubts that her name is "absolutely perfect;" she thinks it is absolutely dreadful. It is only when the students go to music class and Mrs. Twinkle reveals to the class her own long, flower-based name—Delphinium—that Chrysanthemum feels better and becomes the envy of the three mean girls.

DISCUSSION QUESTIONS

- Why do the mean girls make fun of Chrysanthemum's name?
- Could her classmates have done anything to stop the girls from teasing Chrysanthemum? What could Chrysanthemum have done to overcome the bullying?

Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL.2.1, RL.2.3; Integration of Knowledge and Ideas RL.2.7; Language: Knowledge of Language L.2.3.

ACTIVITY

Ask students to look up the meaning of their names in a baby book, or online at www.babynames.com, and to discuss with their parents the reason they chose those names. Then ask students to write their names on card stock or paper using a variety of materials. Have students add text detailing the meaning of their name, why their parents gave them their name, and why they like their name. Display the name cards on a bulletin board.

Correlates to Common Core Standard Writing: Text Types and Purposes W.2.2; Production and Distribution of Writing W.2.5; Language: Conventions of Standard English L.2.1.