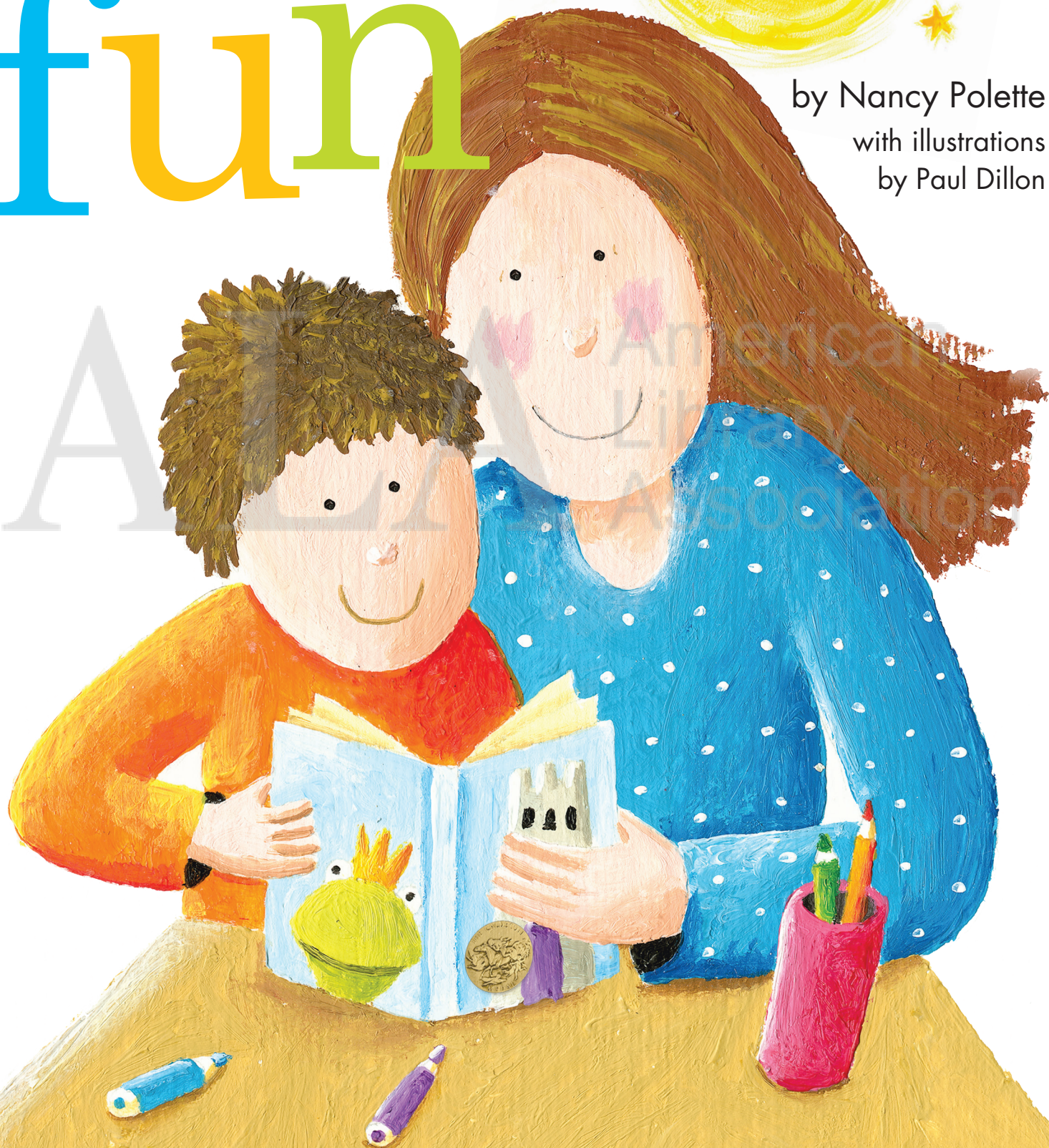


Poems, songs, and games with Caldecott winners

Caldecott fun



by Nancy Polette
with illustrations
by Paul Dillon



Caldecott fun

POEMS, SONGS, AND GAMES
WITH CALDECOTT WINNERS

American
Library
Association

By Nancy Polette

With illustrations by Paul Dillon

a publication of the

ASSOCIATION FOR LIBRARY SERVICE TO CHILDREN

AMERICAN LIBRARY ASSOCIATION

CHICAGO 2013

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ISBN (PDF): 978-0-8389-3603-0

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INTRODUCTION

Where can young listeners and readers encounter wild horses, a wolf in disguise, a little girl rescued by a dog, ducklings helped across a street by a policeman, magic pebbles, wild things, and much more? Picture books, of course! *Caldecott Fun* provides poems, stories, games, songs, and word searches to accompany the sharing of picture books that have won the Caldecott Medal, awarded annually by the Association for Library Service to Children for the most outstanding picture book. Children's librarians, teachers, and anyone doing programming for children in preschool through the elementary grades will find this book an invaluable and *fun* introduction to forty Caldecott Medal winners, each with a participation poem, song, or activity. Activities include retelling the tale with story strips, completing word searches, and creating art and crafts, for which patterns are provided.

Picture books chosen from the long list of winners for inclusion in *Caldecott Fun* are titles that have withstood the test of time and newer winners that are easily obtainable. Whether these tales are enjoyed in the children's room of the public library or in a school setting, the poems, songs, and activities for each tale are designed to extend enjoyment and understanding of the story.

Why read aloud? Children cannot read what they have not heard. The brain is a language storehouse that stores the patterns of written language through hearing the language read aloud. Numerous studies indicate that a key variable in preschool activities that makes a difference in future academic success is listening to stories! *Caldecott Fun* provides activities for sharing the best of the best.

Outstanding picture books can help shape great minds. Quality literature can counterbalance the often mediocre content offered to children in the media and awaken in them the unknown, allowing for a sense of wonder. Watch for the child who bursts with sudden laughter at subtle humor or irony when you are reading aloud. Watch for the brimming of tears of compassion for the human condition. Watch for the spark of recognition of an underlying profound truth beneath a simple tale.

As a professor of children's literature for more than forty years and former director of the Lindenwood University Laboratory School for Gifted Children, I have worked with many very bright children who had never been read to, who had never known the delight and wonder waiting for them in imaginative picture books. Inspired picture books can help children to understand real humanity, nobility of character, and the vitality of caring for fellow human beings. The talented storyteller Isaac Bashevis Singer said, "Kindness, I've discovered, is everything in life."

The ultimate goal of *Caldecott Fun* is to help librarians, teachers, parents, and caregivers to bring together the minds, spirits, and hearts of children with the finest in children's literature to stimulate the imagination and foster a lifelong love affair with books.

ARROW TO THE SUN

By Gerald McDermott

Caldecott Medal Winner 1975

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CATCH THE CLUE

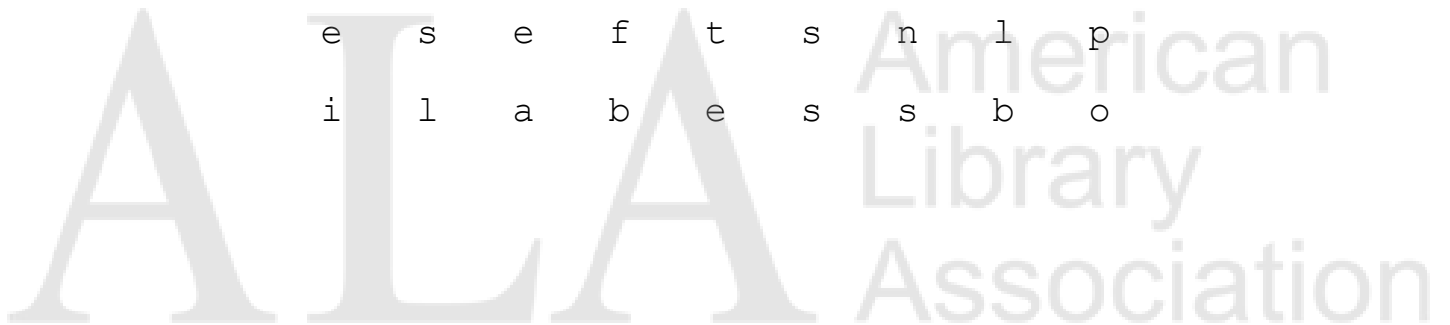
Use the following clues to help students discover the mystery word. A player will select a number from one to ten. The leader reads the clue, and the player tries to guess the word. If the guess is not correct, the next player chooses another number, is read that clue, and tries to the guess the mystery word. The game continues until the mystery word is guessed or all clues are read.

1. You can do it alone.
2. You can do it with someone.
3. You can wear special shoes to do it.
4. Some people wear costumes to do it.
5. Some are slow, and some are fast.
6. Children do it.
7. Mothers and fathers both do it.
8. You can take lessons to learn it.
9. It was very important to the Pueblo people.
10. You need a beat.

American
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WORD SEARCH

f l n n n l l r f
s a u w o r r a r
i s l b n e t p o
g n i n t h g i l
s a o e e n r n b
s k n r n e e e e
f e s i i s f g u
e s e f t s n l p
i l a b e s s b o



Words to find:

arrow

father

bees

sun

lions

lightning

pueblo

snakes

fire

THE BIGGEST BEAR

By Lynd Ward

Caldecott Medal Winner 1953

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Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Biggest Bear*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has visited or lived on a farm? _____

has seen a real bear? _____

has played in a barn? _____

has a first name that begins with the letter J? _____

has had a wild animal as a pet? _____

has visited a zoo? _____

can say 3 words that rhyme with BEAR? _____

has walked in the woods? _____

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Library
Association

ECHO READING

Ask the children to read each phrase after you, echoing you line by line, then read each full passage together.

Echo: The other day
Johnny found a bear
out in the woods
a way out there.

Together: *The other day Johnny found a bear out in the woods a way out there.*

Echo: He wanted a bear
that was big and tall,
but what he found
was one quite small.

Together: *He wanted a bear that was big and tall, but what he found was one quite small.*

Echo: The bear was small,
that's very true,
but as time passed,
it grew and grew.

Together: *The bear was small, that's very true, but as time passed, it grew and grew.*

Echo: The bear grew bigger
day by day.
The neighbors said,
"It cannot stay!"

Together: *The bear grew bigger day by day. The neighbors said, "It cannot stay!"*

Leader: Why would a big bear not be a good pet?
What should Johnny do now?
Let's read the story and find out.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He went hunting and came back with a small bear.

2. Johnny took it to the woods.

3. It started to cause lots of trouble for the valley.

4. Johnny wanted a bearskin on the side of his barn.

5. They took the bear to the zoo.

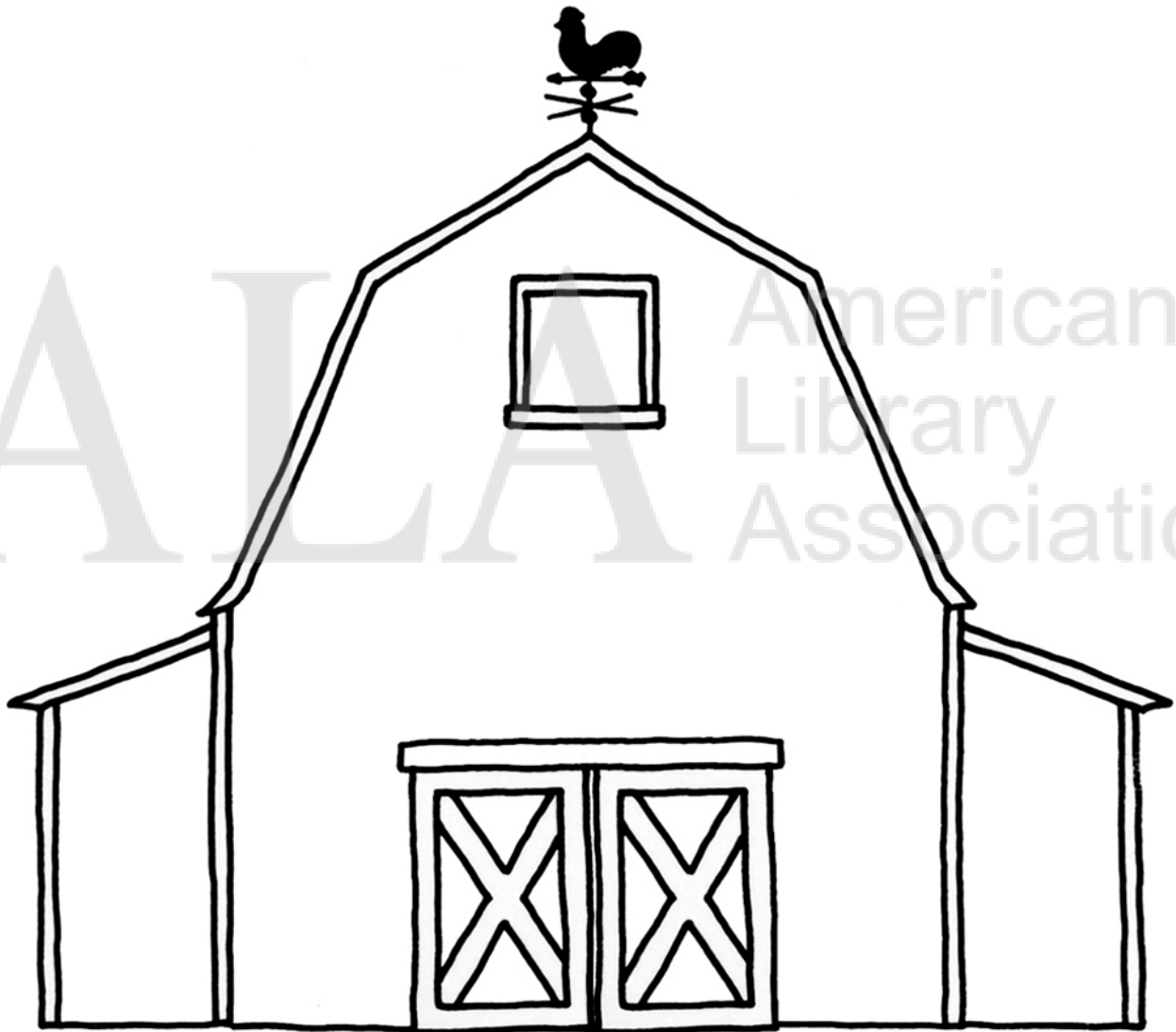
6. Now Johnny could visit him whenever he wanted.

7. Johnny and his bear got caught in a bear trap.

8. The bear kept coming back.

ART ACTIVITY

Here is a drawing of Johnny's barn. Since he is not going to decorate the barn by hanging a bearskin, how could Johnny decorate his barn so that all the neighbors would want one just like it?



WORD SEARCH

o s n l a s y
o r b a k n e
f l c c n t l
l j i h i b l
a h o a a a a
c j b e a r v
a i s l a n d



Words to find:

Johnny

orchard

chicks

barn

calf

island

bear

bait

valley

CINDERELLA, OR THE LITTLE GLASS SLIPPER

By Charles Perrault

Translated and illustrated by Marcia Brown

Caldecott Medal Winner 1955

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Cinderella, or the Little Glass Slipper*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

likes to dance? _____

has carved a jack-o'-lantern face? _____

can name another story with a prince? _____

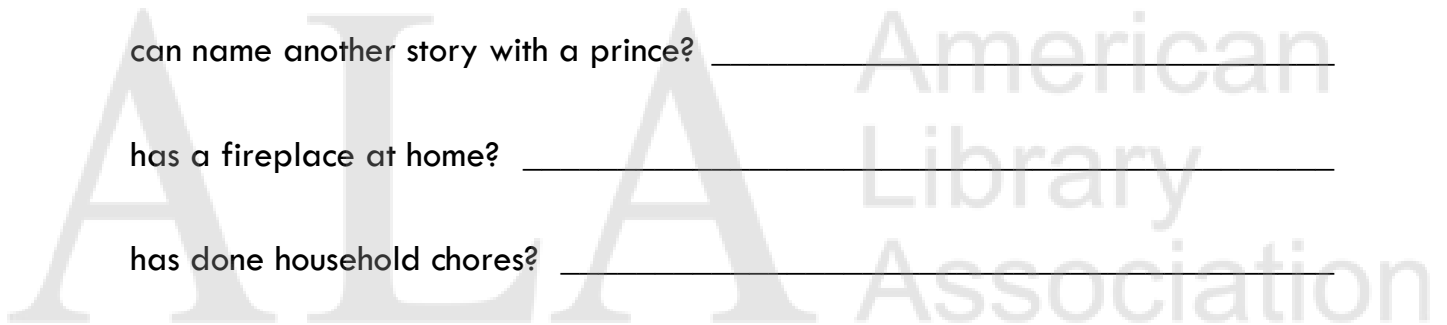
has a fireplace at home? _____

has done household chores? _____

has caught a mouse? _____

can name three words that rhyme with BALL? _____

has a first name that begins with the letter C? _____



RECALLING THE TALE

Activity 1: What do we know about Cinderella? Children respond out loud to each of the following questions.

Did she have a stepbrother or **a stepmother**?

Did she **work all day**, or did she play?

Did her stepsisters dress up to go to the mall or **to go to a ball**?

Did her godmother turn the pumpkin into a roach or **into a coach**?

Were the horses once **six mice** or six pieces of ice?

Were her slippers **made of glass**, or were they made of brass?

Did she dance in a dress of chintz or **dance with a handsome prince**?

At midnight did she eat some stew or **lose her shoe**?

Did the prince catch a mouse or **go from house to house**?

Did the prince **find Cinderella** or lose his umbrella?

Let's listen to the story to find the answers.

Activity 2: Play the X Game! Select a name of character, animal, or object from the story to write on the chalkboard. However, rather than letters, substitute Xs for all but one or two of the letters in the name. EXAMPLE: X X R X E tells those who are guessing that there are five letters in this name. The third letter is R, and the last letter is E.

Children take turns guessing a letter. For example, a student might guess (correctly) that the first letter is H. This X is then erased, and the letter H put in its place. If the student cannot then guess the name, another student takes a turn in guessing another letter. A student can only guess the name of the person, animal, or object if a letter is guessed correctly.

Good words from the story to use are CINDERELLA, STEPMOTHER, STEPSISTERS, GODMOTHER, PRINCE, COACH, PUMPKIN, MICE, LIZARDS, DRESS, and SLIPPER.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The godmother turned a pumpkin into a coach, mice into horses, and lizards into footmen.

2. The prince tried the slipper on every girl in the kingdom until he found Cinderella.

3. An invitation to a ball arrived, and the stepsisters wore their finest dresses.

4. When the clock struck twelve, Cinderella left the ball and lost a slipper.

5. Cinderella's father married a proud and cruel woman.

6. The godmother gave Cinderella a beautiful dress and glass slippers.

7. Cinderella was visited by her godmother who was really a fairy.

8. The stepmother made Cinderella do all the household tasks.

CROSSWORD PUZZLE

How well do you remember the story of Cinderella? Fill in the crossword puzzle and find out.

1. Cinderella had a _____ Godmother.
2. Cinderella's Godmother told her to be home at _____.
3. At the ball, Cinderella danced with the _____.
4. When the clock struck _____, Cinderella left the ball.
5. Cinderella and the prince were _____ and lived happily ever after.

1. _____

2. _____

3. _____

4. _____

5. _____

C I N D E R E L L A

1. _____

2. _____

3. _____

4. _____

5. _____

WORD SEARCH

s b m a e n l i a s
 e f c u w r b a l l
 s a a o e n d l l i
 e i g r a c n n e p
 n r s s e c n i r p
 e y o t a r h k e e
 s i p m e s p p d r
 n n c a k r s m n n
 a r l c c b s u i a
 i i p i l r b p c p

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Words to find:

Cinderella

slipper

sisters

pumpkin

fairy

gown

princess

coach

ball

FABLES

By Arnold Lobel

Caldecott Medal Winner 1981

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Fables*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has a pet cat or dog? _____

has caught a mouse in a trap? _____

likes bean soup and mashed potatoes? _____

has had dinner in a restaurant? _____

has seen a real hippopotamus? _____

has heard a rooster crow? _____

knows where a camel lives other than the zoo? _____

can teach someone a dance step? _____

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NAME THAT FABLE

What title would you give each of these fables? Unscramble the titles at the bottom of the page to see the author's titles. Descriptions can be shared aloud with a group and group responses encouraged.

1. A mouse is determined to visit the ocean despite losing part of its tail to a cat and being attacked by birds and dogs.

Your title _____

2. A hippopotamus goes into a restaurant and orders a bathtub full of bean soup, a bucket of Brussels sprouts, and a mountain of mashed potatoes and eats every bit then finds he is caught between the table and the chair.

Your title _____

3. A young rooster fails to crow loud enough to awaken the sun until he crows so loudly that the other farm animals complain of the noise.

Your title _____

4. An elephant father tells his son to stop singing as he wants to read his paper and can think of only one thing at a time. He therefore does not notice that ashes from his cigar have set his slipper on fire.

Your title _____

5. A camel practiced dancing in the hot sun for months, then gave a recital for her camel friends who told her she would never be a dancer. So she decided to dance just for herself.

Your title _____

Scrambled titles:

1. seashore the at mouse the _____

2. dinner hippopotamus the at _____

3. the rooster young _____

4. his son elephant the and _____

5. dances the camel _____

STORY STRIPS

Share “The Hippopotamus at Dinner.” Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He ordered bean soup, Brussels sprouts, and mashed potatoes.

2. The waiters turned the lights out and went home.

3. The waiter brought portions that were way too small.

4. The waiter brought a bathtub of soup, a bucket of Brussels sprouts, and a mountain of mashed potatoes.

5. A hippopotamus went into a restaurant.

6. The hippo ate so much he was caught between the table and chair.

7. The hippopotamus ate every bite.

8. The hippopotamus asked for very large portions.

STEP FORWARD

Each child receives a nonfiction book with a picture of an animal on the cover. These are the animals featured in Arnold Lobel's *Fables*.

BABOON	BEAR	CAMEL	CAT
CRAB	CRANE	CROCODILE	CROW
DOG	ELEPHANT	FROG	HEN
HIPPOPOTAMUS	KANGAROO	LION	LOBSTER
MOUSE	OSTRICH	PELICAN	PIG
RHINOCEROS	ROOSTER		

Leader:

1. Line up so the animals are in A–B–C order.

PLAYERS STEP FORWARD!

2. Two players step forward who are holding pictures of the two animals with the longest names. (*Hippopotamus and rhinoceros step forward.*)
3. Two players step forward who are holding animals whose names begin like CRANE. (*Crow and crocodile step forward.*)
4. Four players step forward who have animals with the shortest names. (*Cat, dog, hen, and pig step forward.*)
5. Five players step forward whose animal names have two syllables. (*Baboon, camel, lobster, ostrich, and rooster step forward.*)
6. Four players step forward whose animal names have three syllables. (*Crocodile, elephant, kangaroo, and pelican step forward.*)

Add more “step forwards,” such as animals with names with long vowels, rhyming names, four-syllable names, and so forth.

WORD SEARCH

c c a m e l s
k s n e h o f
s k o h f b r
h c i r t s o
o u l c a t g
h d o h n e s
e t t o l r b



Words to find:

- | | | |
|---------|-------|---------|
| ducks | hen | cat |
| lion | frogs | ostrich |
| lobster | bear | camel |

FLOTSAM

By David Wiesner

Caldecott Medal Winner 2007

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FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Flotsam*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has visited a seashore? _____

has taken pictures with a camera? _____

has seen a real shark? _____

has seen a hot air balloon in the sky? _____

knows what an albatross is? _____

knows what a terrapin is? _____

has sent a message to someone who lives far away? _____

has taken a picture of himself or herself? _____

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COVERING THE BOOK

Gather together books with pictures of the following animals on the cover: fish, terrapin, sea horse, starfish, octopus, red carp, crab, mermaid, albatross, shark.

Leader:

Suppose a camera took pictures at the bottom of the sea. What creatures might be in the picture? Raise your hand if you think this creature would be in the picture. (Hold up each of the books so that the children can see the cover picture.)

Now let's create some sea creature poems. (Hold up one book cover.)

Ask (example: shark):

How would a shark be moving in the sea? (swimming)

What sound would a shark make? (chomp, chomp, chomp)

The Pattern:

I see a **shark**, and the **shark** sees me.

It was **swimming** along in the deep blue sea.

Shark goes **chomp, chomp, chomp**.

More examples (hold up the books one at a time):

I see a sea horse, and the seahorse sees me.

It was galloping along in the deep blue sea.

Sea horse goes neigh, neigh, neigh.

I see an octopus, and the octopus sees me.

It was floating along in the deep blue sea.

Octopus goes squirt, squirt, squirt.

I see a starfish, and the starfish sees me.

It was stepping along in the deep blue sea.

Starfish goes sparkle, sparkle, sparkle.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The camera with the boy's picture is found by an island girl.

2. He finds pictures of red carp and an octopus.

3. The camera is carried above the waves by an albatross.

4. A boy and his parents visit the seashore.

5. A camera washes up on shore with film to be developed.

6. He sees fish in a hot air balloon.

7. He sees a huge terrapin, Martian men, and giant starfish.

8. The boy takes a picture of himself.

SONG ACTIVITY

Let's sing ocean songs!

Beginning and Ending Song

(Sing to the tune of "Oh, Where, Oh Where Has My Little Dog Gone?")

Now what can we find in the ocean deep

Yes, what can we find in the sea?

It starts with F and ends with ISH

The _____ are awake in the sea.

Add more verses:

Starts with CR and ends with ABS

Starts with SH and ends with ARKS

Starts with SH and ends with RIMP

Phoneme Blending Song

(Sing to the tune of "If You're Happy and You Know It.")

If you change the F in fish to a D

If you change the F in fish to a D

If you change the F to D

Then a fish becomes a _____

If you change the F in fish to a D.

More ideas:

Change CR in crab to a C

Change SH in shark to a B

Change SH in shrimp to a W

WORD SEARCH

e o n w s s t h
v c o v r u s l
a e o p r i f c
w a l t f i b a
h n l r s t i m
s e a h o r s e
s t b p c b e r
s u p o t c o a



Words to find:

ocean

fish

seahorse

wave

octopus

balloon

camera

turtle

starfish

THE FOOL OF THE WORLD AND THE FLYING SHIP

Retold by Arthur Ransome

Illustrated by Uri Shulevitz

Caldecott Medal Winner 1969

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Fool of the World and the Flying Ship*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has three brothers? _____

knows what a Czar is? _____

has left home for more than a week? _____

has taken a boat ride? _____

can hop on one foot for one minute? _____

can name two things to do with a sack of straw? _____

knows how long a century is? _____

can name another story with a princess? _____

POETRY BOOKTALK

Introduce the story by reading aloud the following:

Come and meet a peasant, his wife, and sons
One boy was a fool, and two were clever ones
Now the Czar promised his daughter to one with a flying ship
So the two smart brothers set off to make the trip.

“I’ll set off, and I’ll find the ship before either brother,”
The Fool of the World told his doubting mother.
He listened to an old man, magic words fell from his lip,
Then did as he was told and got a flying ship.

He met a man with sharp ears, another with a long stride
He met an Eater with an appetite he found hard to hide.
An old man with a load of wood was the next one he found
The wood would turn to soldiers if dropped upon the ground.

Each joined the crew of the flying ship that sailed the skies so far.
At last they reached the place which was the palace of the Czar
The Czar looked at the ship’s strange crew, his expression was not pleasant
For the flying ship was captained by a scruffy-looking peasant.

What do you suppose the Czar will do now? Will he keep his promise and marry his daughter to the Fool? What role with the Fool’s strange companion play in making the Czar keep his word?

Read *The Fool of the World and the Flying Ship*.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. A Listener with acute hearing and a Swift-Goer with a long stride joined the crew.

2. The Czar set impossible tasks for the Fool to complete.

3. The Fool of the World and the princess were married.

4. Men who could create an army and turn straw to frost joined the crew.

5. The Fool of the World left home to find a flying ship.

6. Taking advice from an old man, he turned a tree into a flying ship.

7. The Swift-Goer, the Listener, and the Eater helped the Fool carry out the Czar's tasks.

8. The men with the wood and the straw helped the Fool.

POETRY ACTIVITY

Use the following poetry model to describe *The Fool of the World and the Flying Ship*. Follow the directions for each line.

1. one word: subject noun
2. two words: adjectives
3. three words: participles
4. four words: nouns related to the subject
5. three words: ending in -ing
6. two words: adjectives
7. one word: noun, opposite of the subject

Diamante Poem

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

American
Library
Association

WORD SEARCH

c c a i w e s t
p f o o l c t s
s s e c n i r p
s h z c i g a m
t a i i a r w h
r o c p s o e s
e o o k o e r a
e c a d p o g o



Words to find:

princess

ship

tree

fool

wood

magic

czar

straw

sack

THE FUNNY LITTLE WOMAN

Retold by Arlene Mosel

Illustrated by Blair Lent

Caldecott Medal Winner 1973

ALA

American
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Association

POETRY ACTIVITY

Ask children to repeat the last line of each verse.

The Funny Little Woman said, "Tee-he-he-"
I will make a dumpling just for me.
One dumpling, two dumplings, three dumplings, four
OOPS! A dumpling ran out the door!

She ran after the dumpling as fast as she could
She ran up a hill and into a wood
She came to an oni who gave her a look
Said, "I'll take her home, and she'll be my cook."

A paddle he gave her so smooth and so nice
"Use it," he said to cook lots of rice
"The paddle is magic," the oni told her
More rice will appear each time you stir.

One day she grew lonely and went out the door
She thought that the oni would need her no more
She took with her the paddle she thought was so nice
Now she's home in her kitchen making more rice.

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Funny Little Woman*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

can tell a joke that makes others laugh? _____

knows what a dumpling is? _____

knows what UNGRATEFUL means? _____

has lost a favorite toy? _____

has won a race? _____

can name a magic object in a story? _____

has taken a boat ride? _____

has played in mud? _____

ALA American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The little woman was warned by two Jizos.

2. She ran away with the magic paddle.

3. A little woman made a dumpling that ran out the door.

4. The little woman was chased by six wicked onis.

5. She returned home safely with the magic paddle.

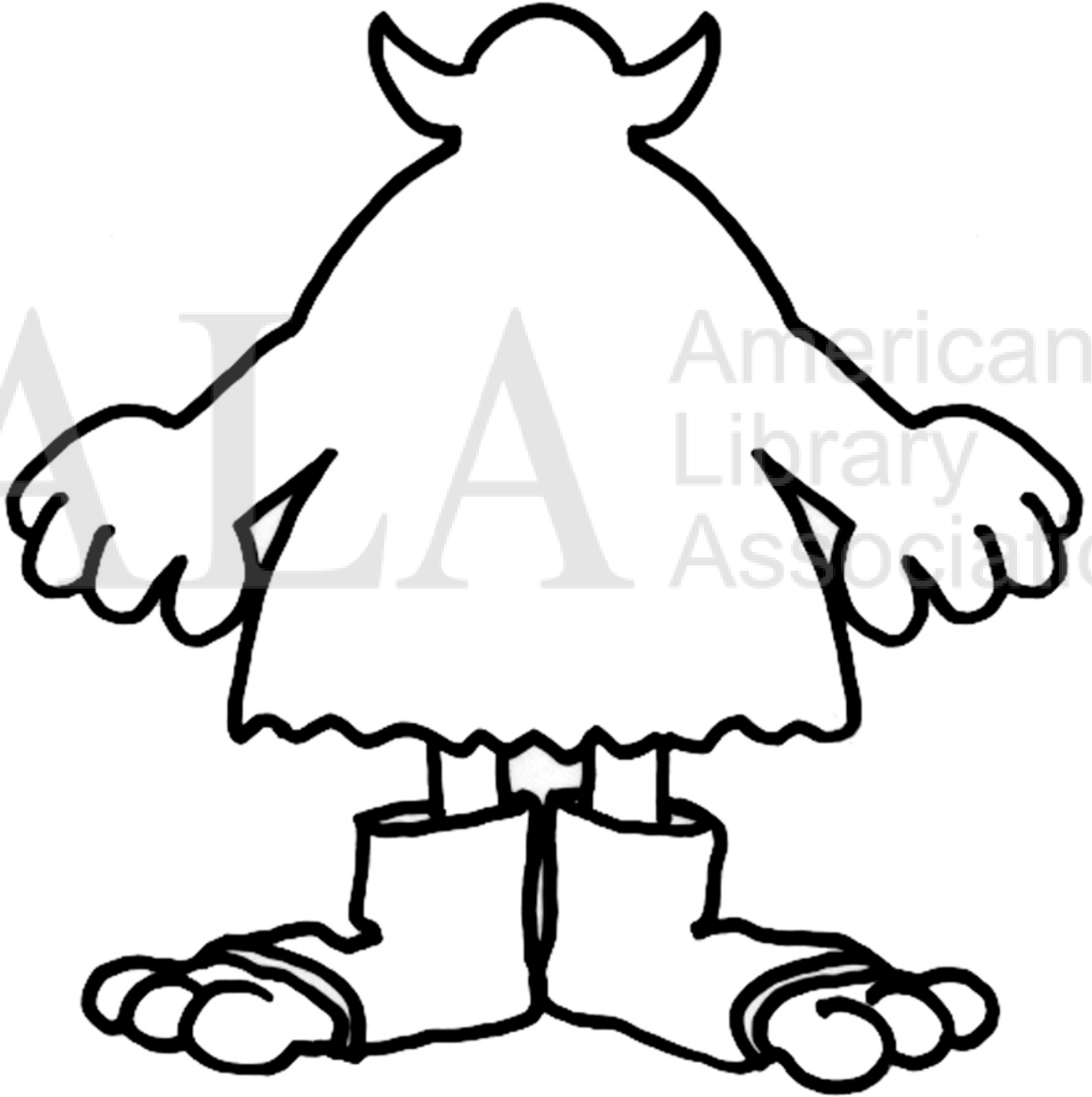
6. The little woman ran down the road after the dumpling.

7. A wicked oni took the little woman home to cook for him.

8. The funny little woman laughed at the onis.

ART ACTIVITY

Add to this drawing to create your own ONI!



WORD SEARCH

e b r d p d r m
r m o p g e w d
i e r a e o w i
c m e d t d i n
e n v d u e a o
g n i l p m u d
o o r e o z i j
b b i w d w o r



Words to find:

woman

oni

boat

rice

jizo

mud

paddle

river

dumpling

THE GIRL WHO LOVED WILD HORSES

By Paul Goble Bradbury

Caldecott Medal Winner 1979

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Girl Who Loved Wild Horses*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has ridden a horse? _____

can name a North American Indian tribe? _____

has been outside in a storm? _____

knows what follows a flash of lightning? _____

knows what a plain is? _____

has gone hunting with an adult? _____

has spent more than one week away from home? _____

has had to stay in bed because of an illness? _____

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ECHO READING

Ask the children to read each phrase after you, echoing you line by line.

Echo: Across the plain wild horses roam,
the plains the natives call their home.
From place to place the people go
following the buffalo.

Echo: A girl loved horses, safe to say
cared for them in a special way.

Then in a storm, a wild horse band
took her off to a very strange land.

Echo: Then hunters found her one fine day
and from the herd took her away
and kept her in the village 'til
the girl became so very ill.

Echo: The tribe did not know what to do.
What would you say if they asked you?

Read *The Girl Who Loved Wild Horses* to see what the tribe does.

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The village people found her.

2. She said living with the horses would make her well.

3. The girl and the horses were happy forever.

4. A girl loved wild horses.

5. She went to live with the horses once again.

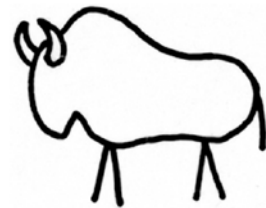
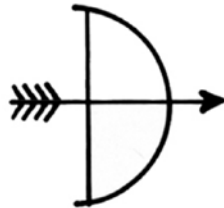
6. In the village she became very ill.

7. She went to live with the people.

8. They made her come home.

SYMBOL ACTIVITY

Use Native American symbols rather than words to create a message.



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WORD SEARCH

e b i r t a t t
l r i g o m o c
b s t f m n h r
b u f f a l o m
t i p i s h r t
b h d a e o s l
i n h r t d e o
i s d s i d i c



Words to find:

buffalo

horse

tribe

tipis

storm

colt

girl

herd

GRANDFATHER'S JOURNEY

By Allen Say

Caldecott Medal Winner 1994

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Grandfather's Journey*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

can find Japan on a map? _____

has ridden on a train? _____

has taken a boat ride? _____

has lived in a big city? _____

can find California on a map? _____

can name a desert? _____

has climbed a mountain? _____

has more than one living grandfather? _____

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Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He returned to Japan and married.

2. A young man left Japan

3. He traveled by train and riverboat

4. He missed California but never returned.

5. He brought his bride to California.

6. to see the world.

7. Later he returned to Japan with his family.

8. and saw deserts, mountains, and cities.

SONG ACTIVITY

Suppose that on his journey Grandfather visited YOUR state.

Name the capital: _____

Name a large city: _____

Name three things made in your state: _____

Name three crops grown in your state: _____

Name your state: _____

Fill in the lines below and sing to the tune of "Coming 'Round the Mountain."

He'll be comin' from _____ when he comes
(capital)

He'll be comin' from _____ when he comes
(large city)

He'll bring _____ and _____ and _____
(name three things made in your state)

He'll bring _____ and _____ and _____
(name three crops grown in your state)

He'll be comin' from (state name) when he comes.

Example:

He'll be comin' from Jeff City when he comes

He'll be comin' from St. Louis when he comes

He'll bring cars and shoes and airplanes

He'll bring corn and wheat and soybeans

He'll be comin' from Missouri when he comes.

QUIZ SHOW

Form two teams of four players each. Team one gets the first question and has 15 seconds to agree on an answer. If the answer is correct, the team gets 5 points. If incorrect, team two gets to guess the answer and, if correct, is given question #2. The game continues with teams taking turns answering until all questions have been asked. The team with the highest score wins.

1. What is the name of a Japanese utensil used for eating?

(A) bamboo (B) pogo (C) chopstick

2. A house made of "shoji" would be made of

(A) brick (B) wood (C) paper

3. A good pet in Japan would be a

(A) horse (B) dog (C) cricket

4. A Bonsai is a

(A) small tree (B) flower (C) fish

5. A kimono is a

(A) doll (B) dress (C) house

6. A favorite Japanese food is

(A) potatoes (B) rice (C) carrots

7. What type of money is used in Japan?

(A) yen (B) franc (C) dollar

8. Which meat is often eaten raw?

(A) pork (B) fish (C) beef

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Association

WORD SEARCH

l y t r a i n j
a y j c f o u d
e e w c o j r p
s n w r o j r p
y r o t c a f i
a u r u r p s r
r o l b o a t t
a j d s o n t n



Words to find:

boat

Japan

sea

world

train

coast

factory

trip

journey

THE HELLO, GOODBYE WINDOW

By Norton Juster

Illustrated by Chris Raschka

Caldecott Medal Winner 2006

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Hello, Goodbye Window*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has stayed all day with his/her grandparents? _____

has no brothers or sisters? _____

likes to spend time in the kitchen? _____

has a kitchen window that looks out on the street? _____

likes to color with crayons? _____

has watched the stars at night? _____

can play a tune on a harmonica? _____

has a pet nickname for a grandparent? _____

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POETRY ACTIVITY

The leader reads each verse, and the children join in on the last line.

HELLO, HELLO, HELLO, GOODBYE!

Look out the window

Oh, me. Oh, my!

See the bicycles zipping by

HELLO, HELLO, HELLO, GOODBYE!

Look out the window

Oh, me. Oh, my!

See the pizza man passing by

HELLO, HELLO, HELLO, GOODBYE!

Look out the window

Oh, me. Oh, my!

See the dog jumping high

HELLO, HELLO, HELLO, GOODBYE!

Look out the window

Oh, me. Oh, my!

See the stars up in the sky

HELLO, HELLO, HELLO, GOODBYE!

What else might be outside the window? Write other verses.

Look out the window

Oh, me. Oh, my!

See the _____

HELLO, HELLO, HELLO, GOODBYE!

What else might a child see out of a kitchen window? Let's read *The Hello, Goodbye Window* and find out.

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STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. She plays peek-a-boo.

2. After breakfast, she helps in the garden.

3. Poppy plays the harmonica.

4. She pretends it's a magic window.

5. The little girl visits her grandparents.

6. Her parents arrive to take her home.

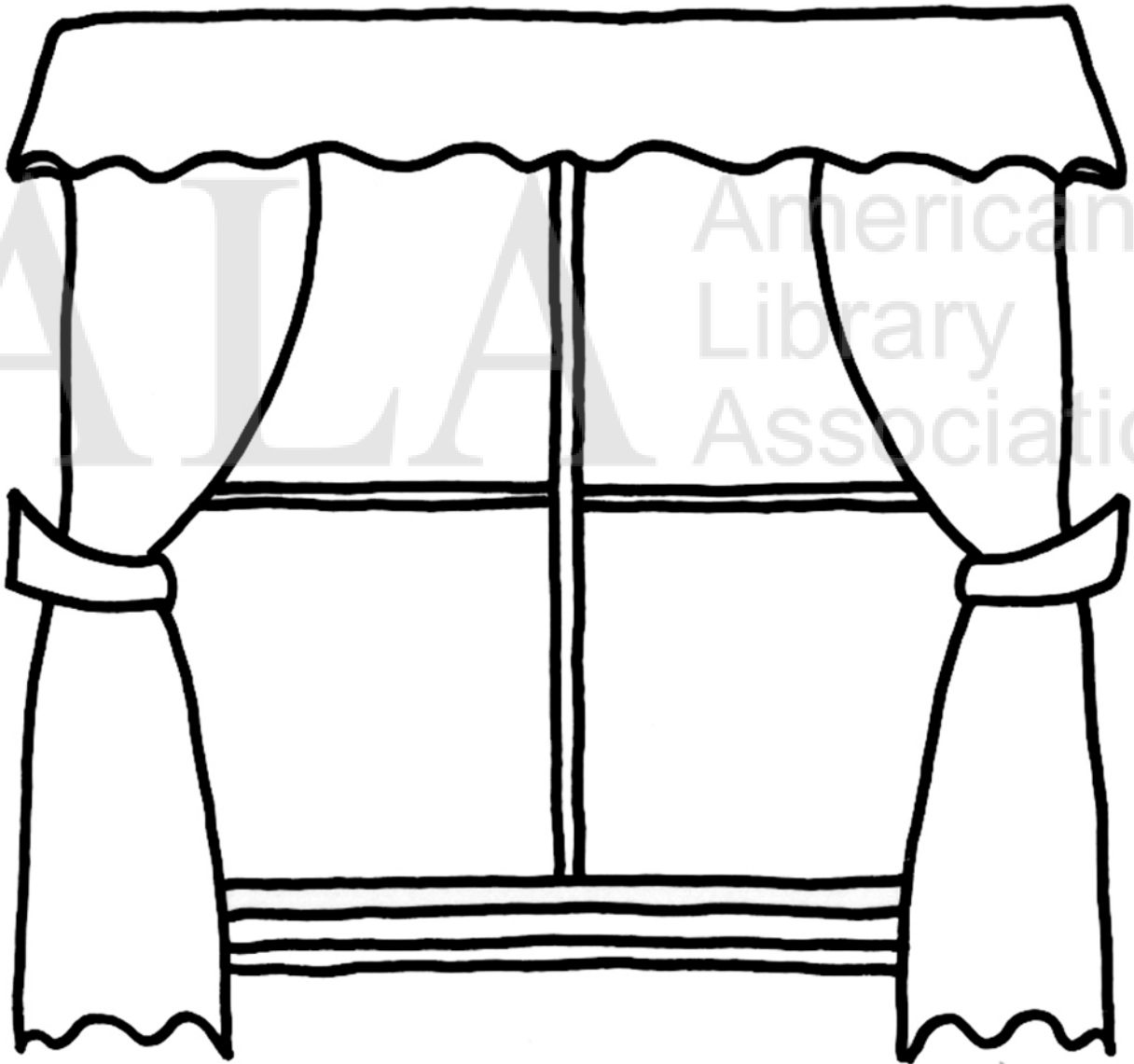
7. She colors with crayons in the kitchen.

8. After supper, they watch the stars.

ART ACTIVITY

Draw something that YOU might see out your window.

Decorate the curtains the way you would like to see them if they were hanging in your room.



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WORD SEARCH

f a c e n a c
k o a a p h p
w i n d o w o
r n s u r s p
a y s s c c p
t e a i h o y
s c i g a m t



Words to find:

porch

house

window

face

Nanna

Poppy

star

magic

kiss

HEY, AL

By Arthur Yorinks

Illustrated by Richard Egielski

Caldecott Medal Winner 1987

ALA

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Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Hey, Al*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

knows what a custodian is? _____

has a dog for a pet? _____

has a first name that begins with the letter A? _____

has taken a long trip? _____

can name a big bird? _____

can name two ocean creatures? _____

lives in a house with a yard? _____

can say two words that rhyme with BEAK? _____

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POETRY ACTIVITY

Read the poem aloud. Children add the missing rhyming words.

Al, a janitor
Lives in one room
With Eddie, his dog
And a mop and a _____ (1)

There are lots of things
The two wish for
They are tired of work
And of being _____ (2)

Then along came a bird
Who took them away
To a place where they
Could play all _____ (3)

Each morning began
With a happy song
'Til their noses began
To grow quite _____ (4)

For after only
A couple of weeks
Their noses were turning
Into _____ (5)

Their noses took on
A terrible shape
It was then they decided
To _____ (6)

At first Al had the awful notion
That Eddie had drowned
In the _____ (7)

Al was a most
Unhappy lad
For losing Eddie
Made him quite _____ (8)

To find out if
Al finds his friend
Read this tale
To the very _____ (9)

Share *Hey, Al*

More Books by Arthur Yorinks: *Homework* (Walker, 2009)
What a Trip! (Scholastic, 2008)
The Witch's Child (Abrams, 2007)

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. A bird leads Al to a new place.

2. Eddie wanted a house and yard.

3. Al returns home without Eddie.

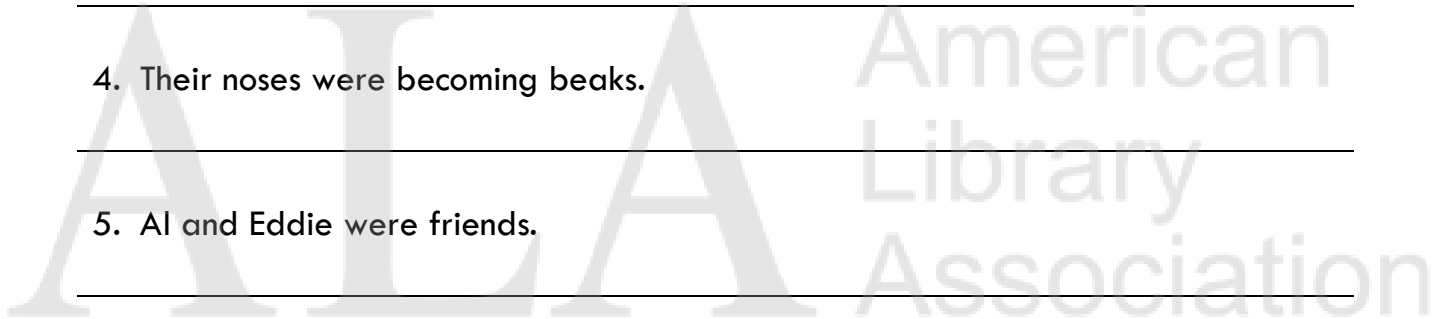
4. Their noses were becoming beaks.

5. Al and Eddie were friends.

6. A big bird visits Al.

7. Al and Eddie enjoy a new friendship.

8. Al believes Eddie has drowned in the ocean.



ART ACTIVITY

A strange bird took Eddie and Al to a far-off land. What can you add to this bird outline to create a strange bird that Al and Eddie might have become if they had not returned home?



WORD SEARCH

r n d k s a l e
o s n k t a o i
s j a n i t o r
j e l l b a e e
b d s d r i b j
s d i o c e a n
s i i g n c i e
i e a o a j n d



Words to find:

janitor

beaks

noses

dog

Al

birds

island

Eddie

ocean

THE HOUSE IN THE NIGHT

By Susan Marie Swanson

Illustrated by Beth Krommes

Caldecott Medal Winner 2009

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FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The House in the Night*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has seen a full moon in the sky? _____

has opened a door with a key? _____

can name a favorite book? _____

can name two words that rhyme with NIGHT? _____

likes to watch the stars at night? _____

has a bird for a pet? _____

has a night-light in his or her room? _____

can name two different birds? _____

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SONG ACTIVITY

Ask the children to sing each line after you, echoing you line by line, then sing each full passage together. Sing to the tune of “A Hole in the Bottom of the Sea.”

Echo: Here’s a key to the house in the night.
Here’s a key to the house in the night.
Here’s a key. Here’s a key.

Together: *Here’s a key to the house in the night.*

Echo: There’s a bed in the room in the house in the night.
There’s a bed in the room in the house in the night.
There’s a bed. There’s a bed.

Together: *There’s a bed in the room in the house in the night.*

Echo: There’s a light on the book on the bed in the room in the house in the night.
There’s a light on the book on the bed in the room in the house in the night.
There’s a light. There’s a light.

Together: *There’s a light on the book on the bed in the room in the house in the night.*

Echo: There’s a bird sings a song in the house in the night.
There’s a bird sings a song in the house in the night.
There’s a bird. There’s a bird.

Together: *There’s a bird sings a song in the house in the night.*

Leader: What other items can be added? The cats? The moon?

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The moon glows in the dark.

2. This is the key to the house.

3. On the bed waits a book.

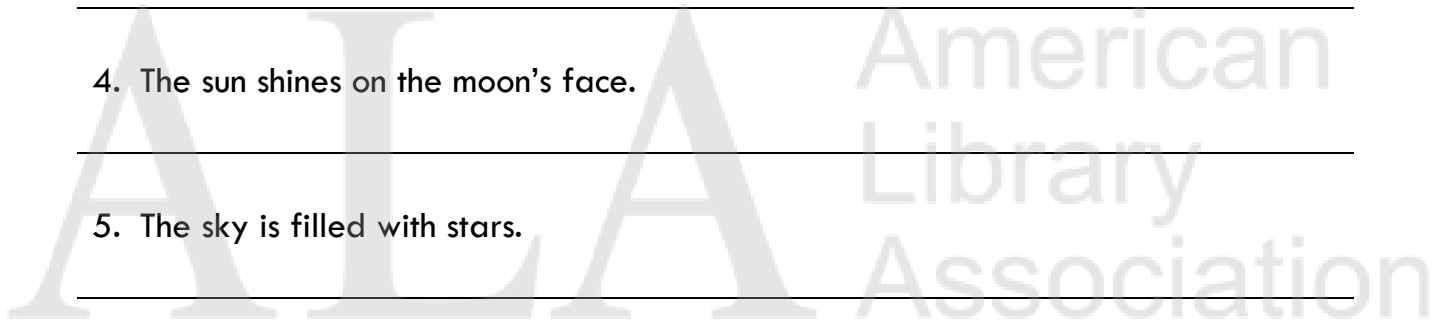
4. The sun shines on the moon's face.

5. The sky is filled with stars.

6. In the house a light burns.

7. The bird in the book sings a song.

8. A light shines on a bed.

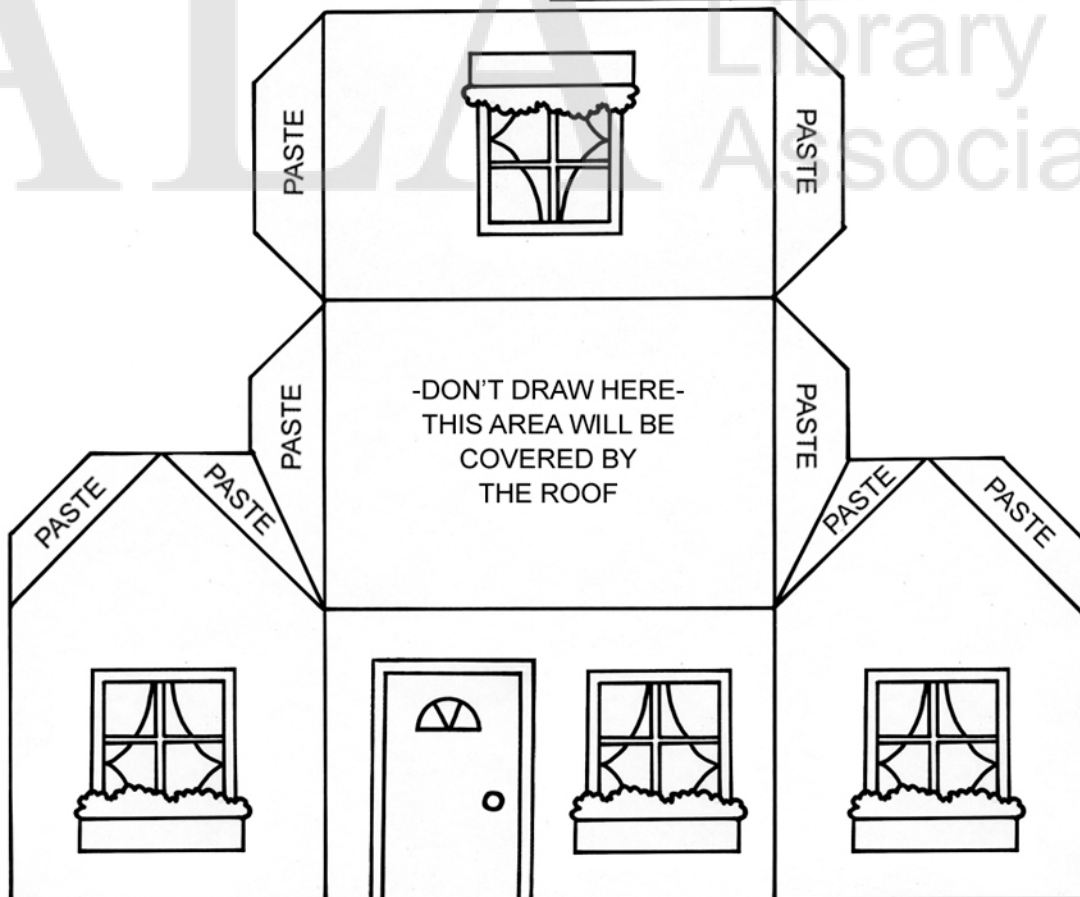
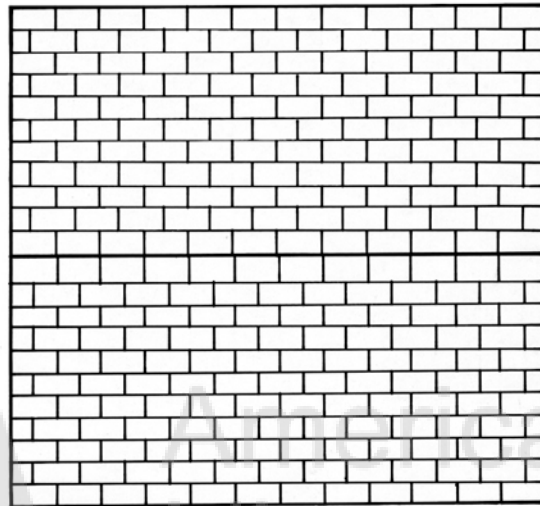


ART ACTIVITY

Build a house following these steps:

1. Decorate, color, and cut out the house.
2. Fold along the solid lines and along (or between) each flap.
3. Paste the flaps and connect to form the house.

Hint: put the roof on last.



WORD SEARCH

l b i r d k b
t k o e e n m
s o b y s i o
u o o u u g o
r b n t o h n
s l i g h t n

Words to find:

key

house

light

bed

book

moon

night

bird

song

American
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THE INVENTION OF HUGO CABRET

By Brian Selznick

Caldecott Medal Winner 2008

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Invention of Hugo Cabret*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has ridden on a train? _____

has a clock at home that needs winding? _____

has a first name that begins with the letter H? _____

can find Paris, France, on a map? _____

knows what a cinema is? _____

has visited a toy store in the last two weeks? _____

has a toy that moves by itself? _____

can name another book about a mechanical man? _____

PERFORMING A BOOKTALK

Assign reading parts as follows:

Narrator = N

Hugo = H

Toymaker = T

N: In a train station in Paris there lived a young boy named Hugo Cabret. He

H: lived in an attic high up in the walls with the clocks.

N: When Hugo's caretaker uncle disappeared, the boy

H: wound the clocks, looked for coins, and hid out in the station.

T: I wonder who is taking my toys at night. I will watch and catch the thief.

N: Hugo needed parts from the toys to finish his dead father's mechanical man,

H: which might contain a message from my father.

T: There's that thief! Stop, boy. Now I have your notebook, what are all these drawings? It doesn't matter. You will not get it back.

N: Poor Hugo. Without his drawings, he can never finish the mechanical man. How can he get his notebook back? Will the toymaker call the police?

All: To find out, read *The Invention of Hugo Cabret*.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Hugo hopes for a message from his father.

2. Hugo lives in a train station with his uncle.

3. He is caught by the toymaker.

4. Hugo hides in a small room and tends the clocks.

5. The secrets of the toymaker are revealed.

6. Hugo discovers a mechanical man.

7. The old man takes Hugo's notebook.

8. The uncle disappears.

MAGIC LESSONS

Here are two easy magic tricks that will have your friends thinking you have been reading Hugo's magic book.

1. Challenge Knot Tie

Challenge your friends to tie a knot in a piece of rope without letting go of the ends. None of them will be able to do it, but you will!

What you need: A piece of rope, three or four feet long

What you do: Hold one end of the rope in each hand and give your friends a chance to tie a knot in the rope without at any time letting go of either end. When they give up, take back the rope and lay it down on a table.

Now for the secret move. Cross your arms before you pick up the rope. Pick it up one end at a time to make it easier to grasp. When you uncross your arms, a knot will appear in the middle of the rope, without your at any time releasing either end.

2. Eleven Fingers

With this stunt you can convince your friends you have eleven fingers.

What you need: Ten fingers

What you do: Tell your friends you have eleven fingers and you can prove it.

Using your right forefinger to point with, touch each finger of your left hand, counting, "One, two, three, four, five." Then with your left forefinger count the fingers on your right hand, "Six, seven, eight, nine, ten."

Say, "Funny, I knew I had eleven. Let's try again." This time, count backwards. Pointing to the fingers of the left hand, say, "Ten, nine, eight, seven, six . . ." Then stop, hold up the right hand, and say, "Plus five equals eleven." Do this quickly, without pausing.

JOSEPH HAD A LITTLE OVERCOAT

By Simms Taback

Caldecott Medal Winner 2000

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Joseph Had a Little Overcoat*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has worn out a piece of clothing? _____

has a first name that begins with the letter J? _____

has been to a fair? _____

can sing a song for the group? _____

has traveled to a large city? _____

has lost a button? _____

likes to drink tea? _____

has written a story? _____

ALA American
Library
Association

SONG ACTIVITY

Sing to the tune of “For He’s a Jolly Good Fellow.” Prompt your listeners for each new word with the rhyming hints.

A coat becomes a jacket

A coat becomes a jacket

A coat becomes a jacket

And the jacket became a _____ (rhymes with BEST)

The vest became a fancy scarf

The vest became a fancy scarf

The vest became a fancy scarf

And the scarf became a _____ (rhymes with SKY)

The tie became a hankie

The tie became a hankie

The tie became a hankie

And the hankie became a _____ (rhymes with MUTTON)

Joseph lost his button

Joseph lost his button

Joseph lost his button

And now he feels so _____ (rhymes with GLAD)

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STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. From his worn-out jacket Joseph made a vest.

2. He made a handkerchief from the necktie.

3. Joseph made a jacket from his old overcoat.

4. He made a necktie from the scarf.

5. Joseph lost the button.

6. The handkerchief became a button.

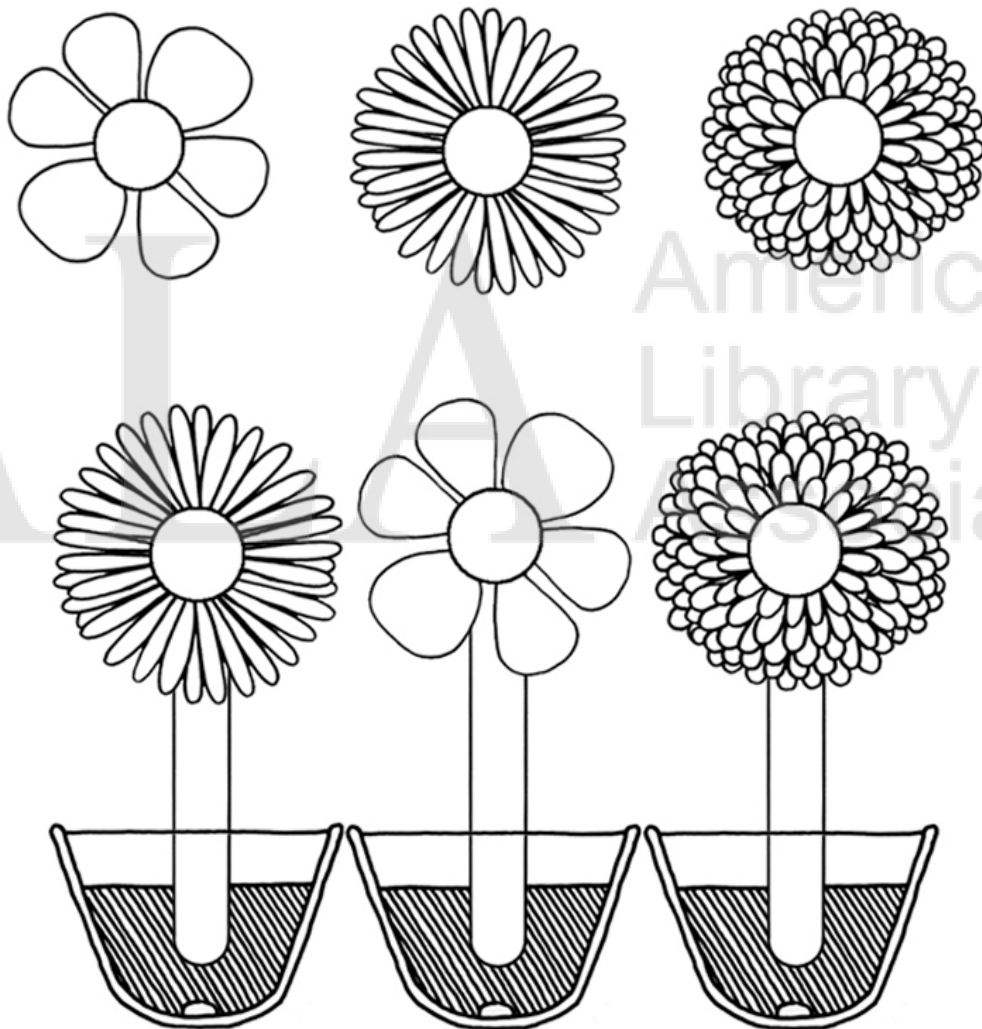
7. He made a scarf from the vest.

8. He made a story.

ART ACTIVITY

In this story, Joseph recycled his clothing again and again and found many uses for it. Here is a way to turn an egg carton into several flowerpots.

Cut out and color the flower pattern. Trace it on colored paper for more flowers. Attach each to a popsicle stick and insert in sections of an egg carton that have been filled with brown play dough.



WORD SEARCH

o h p a e b t
e r p t a u e
j f v e s t k
y r o t s t c
k a i u e o a
b c t a a n j
t s c t f h t



Words to find:

coat

story

jacket

vest

button

tea

Joseph

scarf

fair

JUMANJI

By Chris Van Allsburg

Caldecott Medal Winner 1982

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Jumanji*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has a first name that begins with the letter P or J? _____

likes to play board games? _____

can name a book about a monkey? _____

has seen a lion at the zoo? _____

has made a mess in the kitchen? _____

has cleaned up a messy kitchen? _____

has played in the park? _____

can draw a map from your school to your house? _____

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Library
Association

POETRY ACTIVITY

Introduce the story by reading aloud the following:

Peter and Judy found a game
A game that was brand new.
“Let’s give it a try,” Peter said,
“It looks just right for two.”
They read exactly how to play
And did as they were told.
The game would not be over,
’Til the winner got the gold.

Peter took the first turn
Throwing the dice in the air
Then what should appear but a lion
That knocked Peter out of his chair.
Peter jumped up and ran away.
The lion was close behind.
Peter ran into the bedroom
Hoping he’d be hard to find.

Now watch Judy roll the dice.
In the kitchen there was a sound,
A dozen monkeys were playing,
And running all around.
Another roll of the dice
Showed an old man with a map,
He appeared to be quite lost
He didn’t respond to their clap.
Peter got sleeping sickness,
Laid his head down on the table.
Then came the rhino stampede,
Can they finish the game, are they
able?

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. A lion chases Peter upstairs and gets stuck under the bed.

2. Monkeys tear up the kitchen, and rain falls in the living room.

3. Peter and Judy go outside and across the street to play in the park.

4. Under a tree they find a game, Jumanji, which they take home to play.

5. They see a man with a map who appears lost but ignores them.

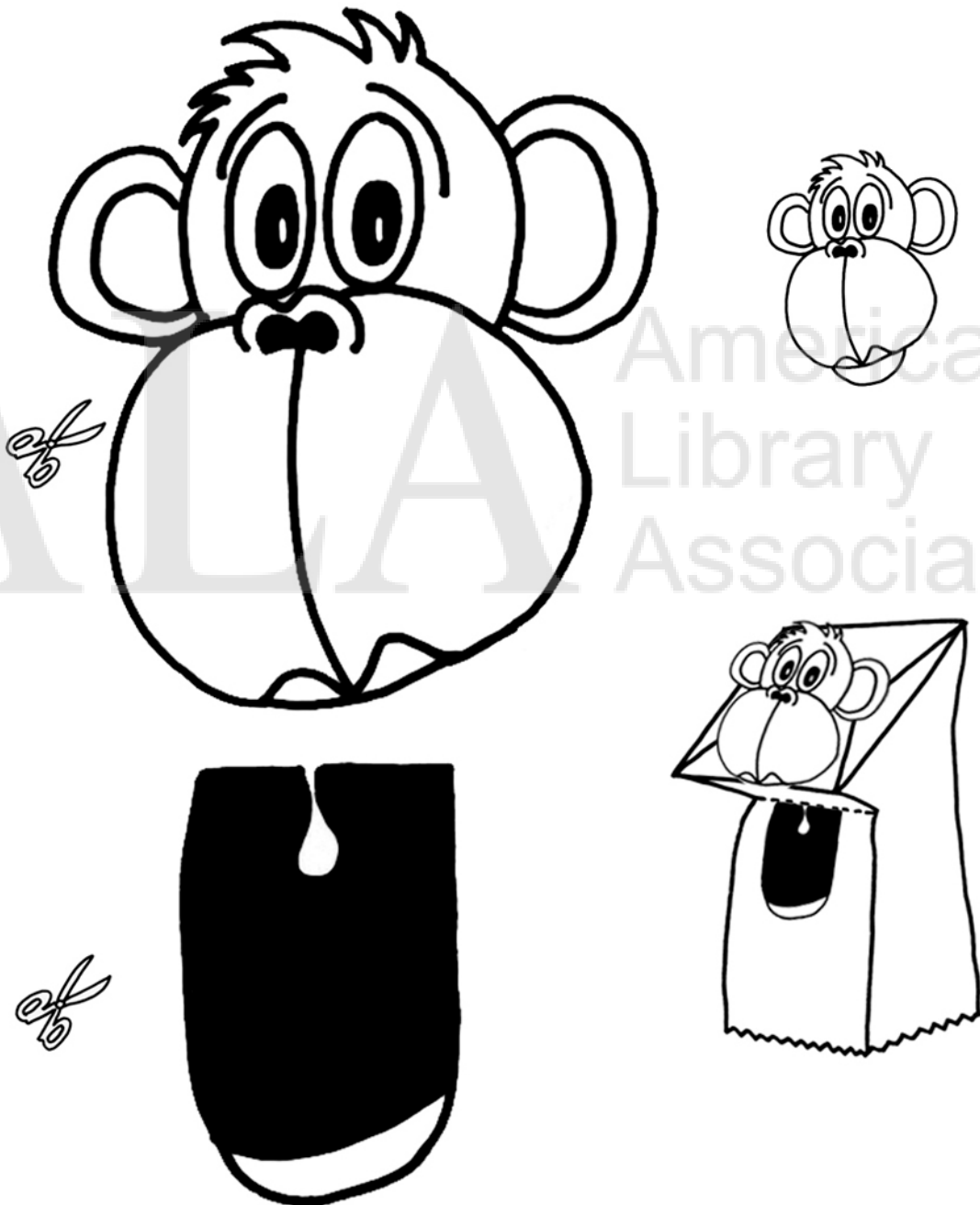
6. Peter has sleeping sickness but awakens when rhinos charge through the house.

7. Judy yells JUMANJI! and they put the game in its box and return it to the park.

8. A python appears, a volcano erupts, and the room fills with steam.

ART ACTIVITY

Make a paper bag monkey puppet. Cut out the face pattern and attach to a paper bag as shown. Use the monkey puppet to give directions for a “Monkey Says” game similar to “Simon Says.” Example: Monkey says, “Jump up and down.” The players jump up and down.



WORD SEARCH

r e t e p g a h
a l p y t h o n
o v p a m m o e
o n a c l o v l
j k o l s p n g
u m o n k e y n
d o o y l r r u
y m l a e a v j



Words to find:

monkey

Peter

volcano

python

opera

monsoon

Judy

lava

jungle

KITTEN'S FIRST FULL MOON

By Kevin Henkes

Caldecott Medal Winner 2005

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Kitten's First Full Moon*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has a kitten for a pet? _____

has fished in a pond? _____

has climbed a tree? _____

has gotten wet in the rain? _____

has a porch on your house? _____

has been chased down a sidewalk? _____

likes to drink milk? _____

knows what a reflection is? _____

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Association

SONG ACTIVITY

Write a kitten song.

List things Kitten did in the story.

Closed her eyes

Stretched her neck

Put two of the things you listed on the lines in the song below. Sing to the tune of "London Bridge." For example,

Little Kitten closed her eyes

Closed her eyes

Closed her eyes

Little Kitten closed her eyes

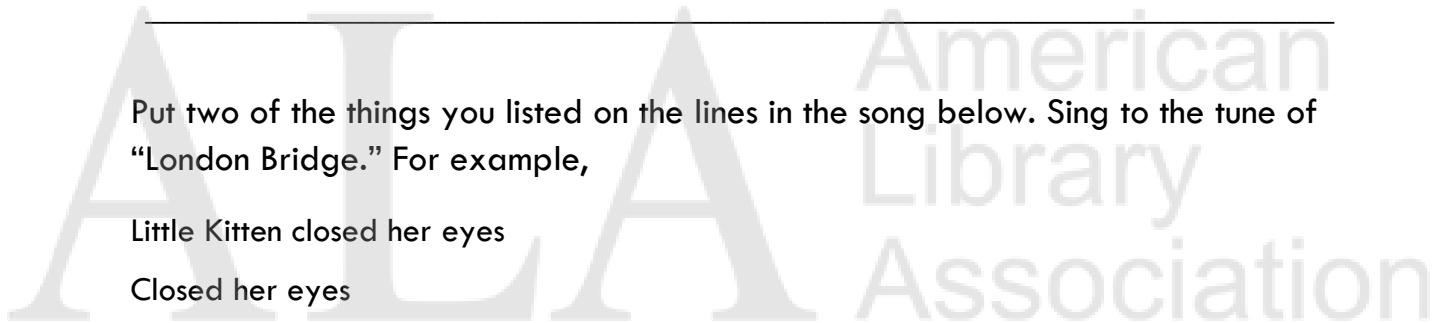
And stretched her neck.

Your turn:

Little Kitten _____

Little Kitten _____

And _____



STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. She bumped her nose and banged her ear.

2. Kitten climbed to the top of a tree.

3. She chased it down the sidewalk.

4. She found a bowl of milk on the porch.

5. Kitten wanted the bowl of milk in the sky.

6. She saw a bowl of milk in the pond.

7. She was wet, sad, and tired.

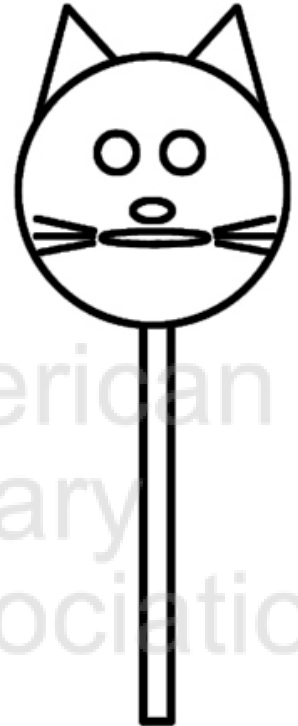
8. She opened her mouth and licked.

ART ACTIVITY

Make a cat drinking-straw puppet.

You will need: clean Styrofoam tray, scissors, drinking straws, pens or markers, tape

1. Draw a circle on the tray.
2. Add triangle ears. Draw eyes, nose, mouth, and whiskers.
3. Cut out.
4. Attach a drinking straw with tape to the back of the puppet's face.



WORD SEARCH

m t m h m b i
o o h i u o d
o n e g l t n
n e t t i k o
p o r c h n p
n e d r a g n
e u r n r e o



Words to find:

kitten

moon

tree

porch

garden

night

milk

pond

bug

THE LION AND THE MOUSE

By Jerry Pinkney

Caldecott Medal Winner 2010

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Lion and the Mouse*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has seen a real lion? _____

has caught a mouse in a trap? _____

has caught a fish in a net? _____

can find Africa on a map? _____

has gone hunting with an adult? _____

has done a favor for someone? _____

can name one thing a friend does? _____

can name the animal known as the king of the jungle? _____

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Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The lion laughed at the mouse.

2. The hole was big enough to allow the lion to escape.

3. The mouse chewed a hole in the net.

4. A mouse out walking one day was caught by a lion.

5. The lion was caught in a hunter's net.

6. The mouse promised to help the lion if set free.

7. The lion wanted to eat the mouse.

8. The mouse and the lion became good friends.

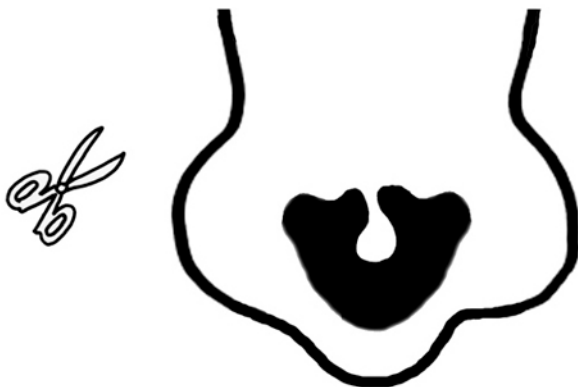
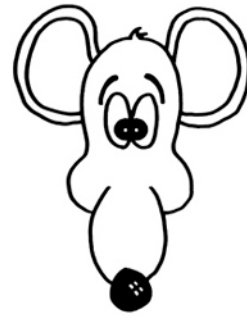
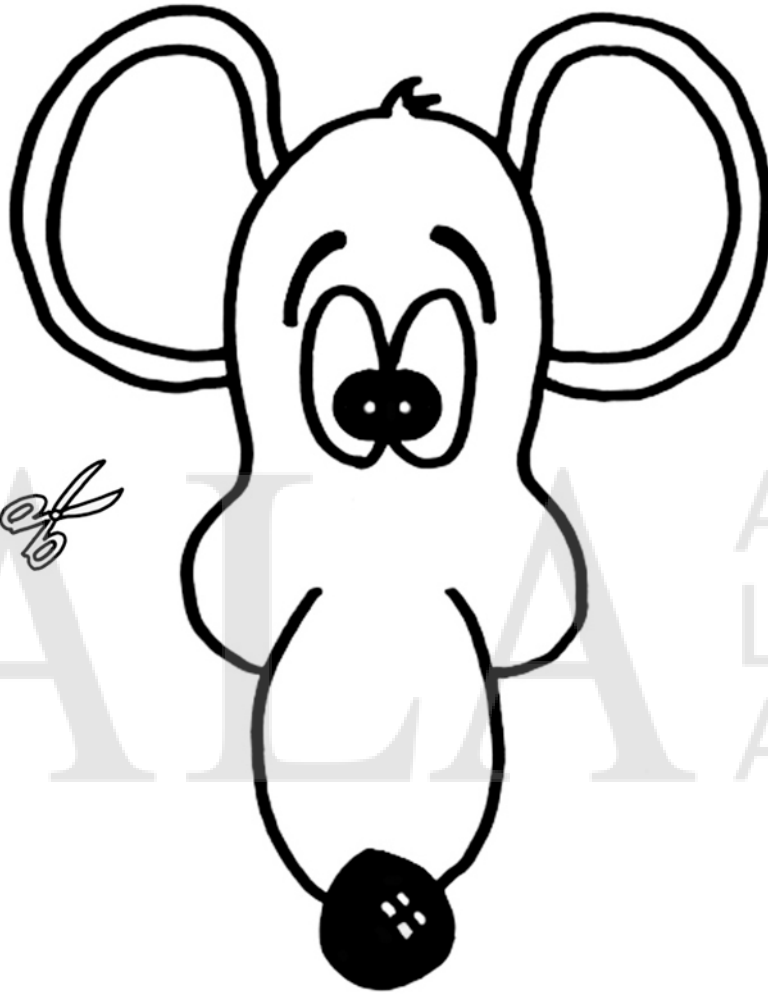
ART ACTIVITY

Make a lion paper bag puppet.



ART ACTIVITY

Make a mouse paper bag puppet.



WORD SEARCH

l w e h c k
e w p n c s
h m o u s e
e i r a n n
l t r e h p
p g t e u n

Words to find:

lion

mouse

owl

grass

net

rope

chew

truck

help

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THE LITTLE HOUSE

By Virginia Lee Burton

Caldecott Medal Winner 1943

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Little House*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has lived in the country? _____

has picked apples from a tree? _____

has ridden on a train? _____

likes winter better than any other season? _____

has lived in an apartment? _____

knows what a skyscraper is? _____

has lived in only one house? _____

can tell where you would find a subway? _____

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POETRY ACTIVITY

Add the missing rhyming words.

The Little House so quiet and still

Stood upon a country _____ (1)

She watched the seasons come and go

She saw spring flowers and winter _____ (2)

A truck passed by with a heavy load

When men with shovels built a _____ (3)

The country was no longer pretty

When up around it grew a _____ (4)

Then came the time, sad to say

That the family moved _____ (5)

Now in winter, spring, and fall

The house is lost in buildings _____ (6)

A woman came and said, "I will

Move the house to a country _____" (7)

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The Little House looked at the sun and the moon.

2. A Little House sat on a hill in the country.

3. Railroads ran past the Little House.

4. A woman moved the Little House to the country.

5. A road was built in front of the Little House.

6. It watched the seasons pass.

7. More houses and skyscrapers surrounded the Little House.

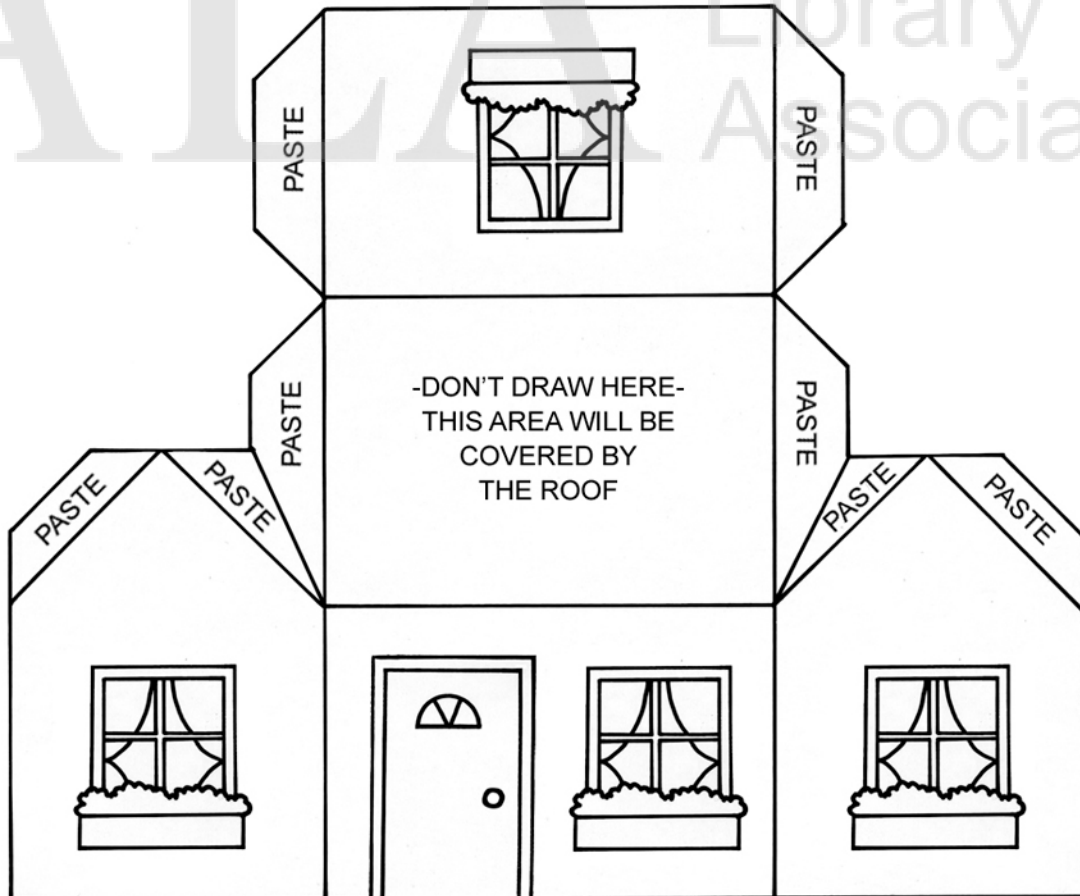
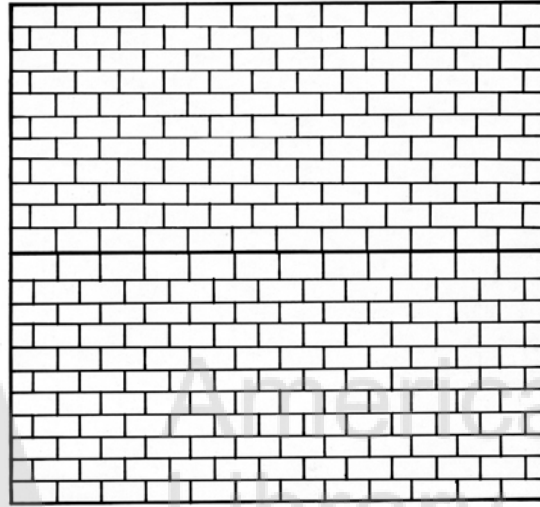
8. The family left the Little House.

ART ACTIVITY

The Little House was pink. What color will your house be? Follow these steps to build your house:

1. Decorate, color, and cut out the house.
2. Fold along the solid lines and along (or between) each flap.
3. Paste the flaps and connect to form the house.

Hint: put the roof on last.



WORD SEARCH

h p f h y y w n
w s t h g i l l
o u y h o u s e
n b l e l p p a
s w i n t e r w
h a m h i o i a
r y a p a n n y
u y f d e h g o



Words to find:

house

spring

family

apple

winter

subway

snow

road

lights

THE LITTLE ISLAND

By Golden MacDonald (pseud. Margaret Wise Brown)

Illustrated by Leonard Weisgard

Caldecott Medal Winner 1947

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Little Island*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

knows what an island is? _____

has a kitten for a pet? _____

has gone on a picnic? _____

has visited the ocean? _____

has picked strawberries? _____

has seen a seal at the zoo? _____

has picked violets? _____

knows what color a seagull is? _____

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SONG ACTIVITY 1

Choose words from the list to complete each line in the song. Sing to the tune of "Hush Little Baby."

friend

play

sea

shore

eggs

On a bright and sunny day

A little kitten came to _____ (1)

Underneath the big pear tree

Peeked out at a bright blue _____ (2)

Kitten peeked and saw some more

Rising tides fell on the _____ (3)

Baby seals and gulls with legs

On the ledges laid their _____ (4)

Fish became the kitten's _____ (5)

Now this song comes to an end.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Purple flowers and fruit trees bloomed.

2. Once a little island stood all alone in the ocean.

3. One day a tiny kitten stepped upon the island.

4. The kitten saw seals.

5. The kitten saw birds in the sky.

6. The kitten found that the island had a secret.

7. The kitten saw gulls' eggs.

8. Waves called tides rose and fell.

SONG ACTIVITY 2

Rhyming Song

(Sing to the tune of “For He’s a Jolly Good Fellow.”)

Who’s about on the island?

Who’s about on the island?

Who’s about on the island?

It’s a word that rhymes with MITTEN. (kitten)

Substitute other island animals for the last line:

It’s a word that rhymes with PEAL (seal)

It’s a word that rhymes with DULL (gull)

It’s a word that rhymes with DISH (fish)

It’s a word that rhymes with WORD (bird)

Phoneme Isolation Song

(Sing to the tune of “Old MacDonald.”)

K is the sound that starts these words

Kite, kind kitten

With a /K/K/ here and a /K/K/ there

Here a /K/, there a /K/, everywhere a /K/K/

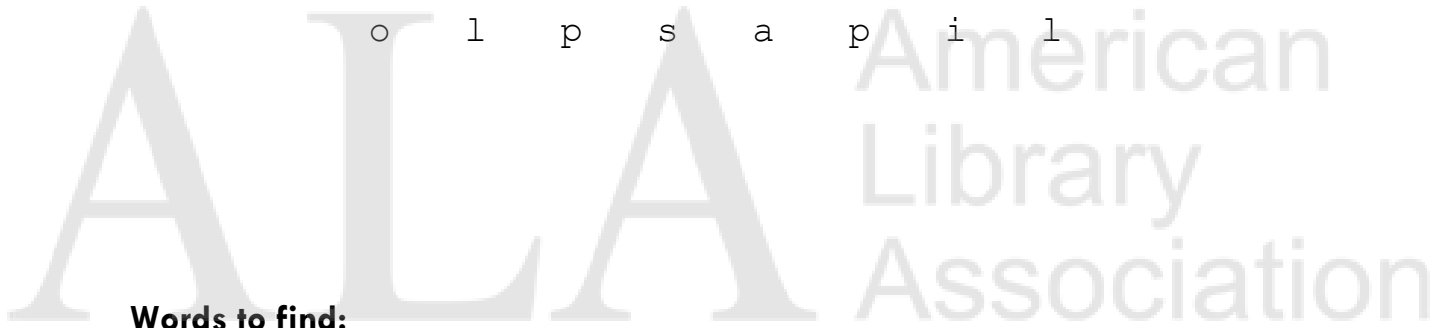
K is the sound that starts these words

Kite, kind kitten

Add verses using more words with the same beginning sounds.

WORD SEARCH

s i l i i g s o
e h s n u r n c
a o o l n w i c
l n l r a p i s
k i t t e n e n
a n e a c l d e
i r r i o t k i
o l p s a p i l



Words to find:

kitten

pear

seal

ocean

picnic

water

gull

shore

island

LON PO PO

A RED-RIDING HOOD STORY FROM CHINA

Translated and illustrated by Ed Young

Caldecott Medal Winner 1990

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Lon Po Po*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has stayed at home alone? _____

has seen a real wolf? _____

has played a trick on someone? _____

has two sisters? _____

can name another story with a wolf? _____

has walked in a forest? _____

has two grandmothers? _____

can find China on a map? _____

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SONG ACTIVITY

Ask the children to sing each “echo” line after you. Then you sing the full verse. Sing to the tune of “If You’re Happy and You Know It.” Children clap two times after each “clap your hands.”

Echo: If three girls are home alone, *clap your hands*

Leader: If you’ve heard this tale before
And a wolf is at the door
And three girls are home alone, *clap your hands*

Echo: If the girls say “Come right in,” *clap your hands*

Leader: If you’ve heard this tale before
And the wolf comes in the door
When the girls say “Come right in,” *clap your hands*

Echo: If the wolf is not their granny, *clap your hands*

Leader: Oh, my, what an awful sight
Saw the wolf by candlelight
If the wolf was not their granny, *clap your hands*

Echo: If the girls can trick the wolf, *clap your hands*

Leader: If they trick the wolf today
Make the wolf to run away
If the girls can trick the wolf, *clap your hands*

Echo: If you’d like to hear this tale, *clap your hands*

Leader: Gather ’round my little friends
Let’s see how the story ends
If you’d like to hear this tale, *clap your hands*

Let the children predict how the story might end.

Share the story.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. A mother leaves her children alone while she goes to their grandmother's.

2. The children lure the wolf to the gingko tree.

3. The children let the wolf into the house.

4. The children trick the wolf.

5. The wolf blows out the candle.

6. The wolf dies from a fall.

7. A wolf with a low voice pounds on the door.

8. Shang sees the wolf's face.

ART ACTIVITY

In the story of *Lon Po Po*, the wolf pretended to be the grandmother. Add clothing and other items to the wolf drawing to show how the wolf might have tried to fool the children.



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WORD SEARCH

m i b e s b c t
s o c h i n a h
c k t l s b n g
m g c h t g d i
a n d i e p l l
t i c k r r e m
r g b a s k e t
f l o w o p o p



Words to find:

China
sisters
mother

wolf
light
gingko

candle
basket
PoPo

MADELINE'S RESCUE

By Ludwig Bemelmans

Caldecott Medal Winner 1954

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Madeline's Rescue*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has a first name that begins with the letter G? _____

knows in what country Paris is located? _____

has a dog who got lost? _____

has a dog who had puppies? _____

has walked with friends in a city? _____

has fallen in a pond, stream, or river? _____

knows how many syllables are in the name Madeline? _____

can name a river in the United States? _____

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Association

POETRY ACTIVITY

Add the missing rhyming words.

Twelve little girls at half past nine
Walked each day come rain or _____(1).

The first one said, "I've a tale to tell.
In the River Seine, our Madeline _____(2)."

The second one said, "A dog appeared.
It pulled her out, and we all _____(3)."

The third one said, "What do you bet?
We took the dog home to be our _____(4)."

The fourth one said:
"When we turned out the light,
The girls got into an awful _____(5)."

The fifth one said:
"One little dog was standing there,
But none of the girls wanted to _____(6)."

The sixth one said:
"The dog couldn't stay.
Miss Clavel took the dog _____(7)."

The seventh one said:
"The trustees spoke, voices loud,
Declared there'd be NO DOGS _____(8)."

The eighth one said, "The little girls cried
As Genevieve was tossed _____(9)."

The ninth one said:
"They found the dog all cold and damp
Sitting under a bright street _____(10)."

The tenth one said:
"The little dog was petted and fed,
Then everyone went to _____(11)."

The eleventh one said:
"Once more Miss Clavel turned on her light
For again the girls began to _____(12)."

The twelfth one said:
"For each girl wanted the dog as her friend."
How do you think this tale will _____(13)?

Encourage children to give possible endings.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Madeline fell in the river.

2. The trustees said the dog must go.

3. Twelve little girls lived together in Paris.

4. Miss Clavel found Genevieve under a street lamp.

5. Genevieve presents the girls with puppies.

6. The little girls fought over the dog.

7. Madeline and the girls searched for the dog.

8. Genevieve the dog saved Madeline.

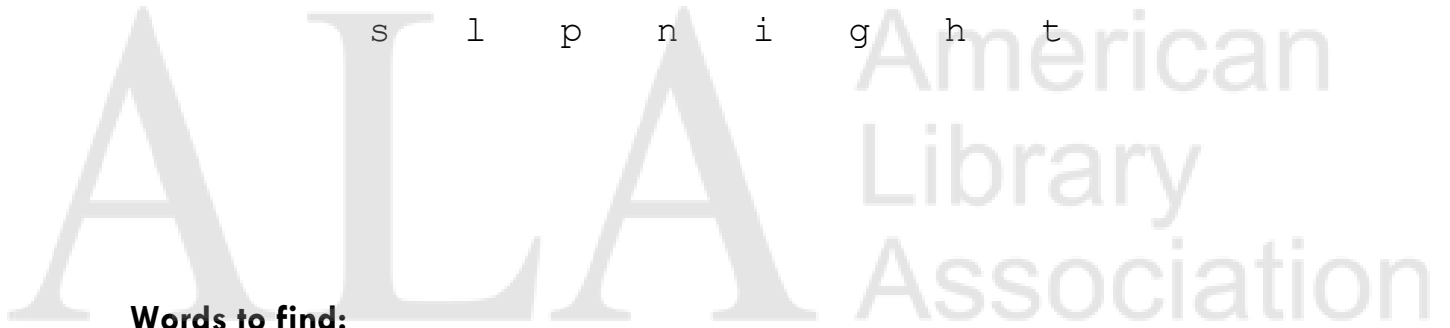
ART ACTIVITY

Color and cut out the dog mask. Cut out the eyes. Glue a popsicle stick or tongue depressor to the lower part of the mask.



WORD SEARCH

d r v u l e s e
o c l a v e l i
g l p s u e r r
e r i c e h i l
i p s n s e g i
s e i p p u p g
r e v i r c e h
s l p n i g h t



Words to find:

Seine

dog

light

river

Clavel

puppies

rescue

girls

night

MAKE WAY FOR DUCKLINGS

By Robert McCloskey

Caldecott Medal Winner 1942

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Make Way for Ducklings*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

knows in what state Boston is located? _____

has played in a park? _____

has fished in a pond? _____

can name one thing a policeman does? _____

has moved into a new house? _____

has seen a real duck? _____

has the first name Michael? _____

has had help crossing a street? _____

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Association

SONG ACTIVITY

Let's write a song about the story. Add the missing words, choosing from these:

home

line

water

pond

woods

street

(Sing to the tune of "Skip to My Lou.")

Mr. and Mrs. Mallard

Looking for a _____ (1)

Sly foxes waiting

In the _____ (2)

Boys on bicycles riding

Around the _____ (3)

Not good homes for ducklings.

People throwing peanuts

Into the _____ (4)

Eight little ducklings walking

In a _____ (5)

Michael helped the ducks

To cross the _____ (6)

To find a home for ducklings.

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Bicycles were dangerous, so the Mallards looked for another home.

2. Michael, the policeman, helped them cross a busy street.

3. Mr. and Mrs. Mallard were looking for a place to live.

4. They met Mr. Mallard at the Public Garden pond.

5. They made a nest on an island in the Charles River.

6. Eight ducklings hatched and followed Mrs. Mallard into town.

7. People fed them peanuts in the Public Garden pond.

8. They said no to Beacon Hill and Louisburg Square.

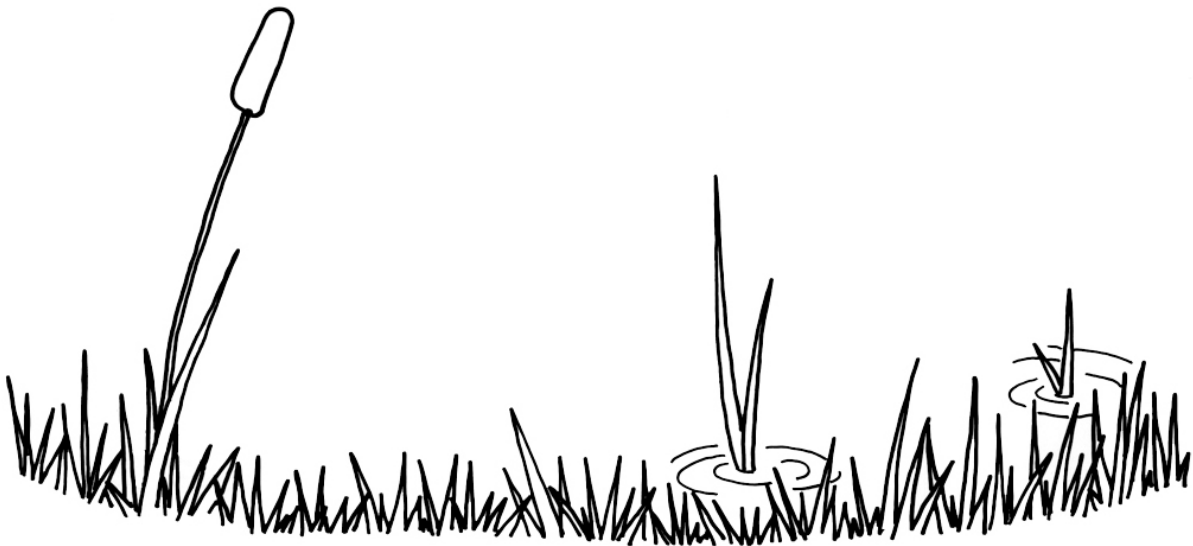
ART ACTIVITY

Here is a drawing of the pond in the park where the ducklings found a new home.

What other birds, insects, animals, or flowers might share the pond with the ducklings?



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WORD SEARCH

r t s h c t a h
k e k s h c c a
r e c i f f o t
o r u p d f e c
s t d m a r c h
o s h n t r r m
c c o k o c k c
r a i b a p h r



Words to find:

ducks

park

boss

officer

pond

march

hatch

street

THE MAN WHO WALKED BETWEEN THE TOWERS

By Mordicai Gerstein

Caldecott Medal Winner 2004

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Man Who Walked between the Towers*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who. . .

has visited or lived in New York City? _____

has seen a tightrope walker at the circus? _____

has finished a difficult job? _____

can name three things you would see in a big city? _____

has had help from friends to do a job? _____

can teach a friend a dance step? _____

can name another boy's name that begins with the letter P? _____

can name a word that rhymes with "towers"? _____

ALA American Library Association

POETRY ACTIVITY

Ask the children to repeat the lines in bold print. You can raise your hands as you read those lines to help them remember.

With nothing to do
 For a couple of hours
Philippe looked at pictures
Of New York's Twin Towers

The Towers they danced
 Around in his head
 "Calling to me,"
 Young Philippe said,
 "To stretch a wire
 Between the towers
And there to walk
And dance for hours."

Four and five
 And six years passed.
 Philippe reached
 New York at last.
 And with the help
 Of friend and friend
 Attached a cable
 End to end

From Tower South
 To Tower North
Then with his pole
the boy stepped forth.

He walked and danced,
 He bowed and swayed,
 He laughed with joy,
 Quite unafraid.
 Philippe put on
Quite a show
For people watching
Down below.

The Towers are gone
 But the memory is there
 Of Philippe who danced
 High in the air
 Alone and happy
 And completely free
To fulfill a dream
For all to see.

What do you suppose Philippe's punishment was when he was arrested and taken before a judge? Read the book to find out.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Philippe watched the Twin Towers rise in the sky.

2. His friends carried his equipment up 180 stairs.

3. He was arrested, and his sentence was to entertain children in the park.

4. Philippe decided to walk between the towers.

5. Philippe danced and walked on the rope.

6. He shot an arrow from one tower to the other.

7. He stretched a cable from one tower to the other.

8. They tightened the cable between the towers.

WRITING ACTIVITY

Suppose these children were visiting New York City and saw the man walking between the two towers. What would they be saying?



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WORD SEARCH

o a w a l k e d
r d w s i j c e
s o r r j o i i
o r o e u g l o
d p o w g g o l
e a f o g d p r
a d w t l u e l
i g i n e f e l



Words to find:

towers

police

dawn

juggle

floors

walked

rope

roof

ledge

MANY MOONS

By James Thurber

Illustrated by Louis Slobodkin

Caldecott Medal Winner 1944

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Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Many Moons*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

can name a story with a princess? _____

knows what a court jester is? _____

can name a story with a wizard? _____

has had to stay in bed because of illness? _____

has a necklace on a chain? _____

can name something made of gold? _____

has seen the full moon at night? _____

has a first name that begins with the letter L? _____

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POETRY ACTIVITY

Have your audience chime in by repeating the last two lines of each verse.

Once upon a time
 In a kingdom by the sea
 A princess named Lenore
 Was as ill as she could be
 It wasn't her head and
 It wasn't her heart
**What made the child ill was
 A raspberry tart!**

The Royal Physician
 Examined Lenore
 Prescribed royal potions
 And pink pills galore
 He sent for her father
 The king came at once
 "The Royal Physician," he said
 "Was a dunce."
 "If," said the princess,
 "You'll bring me the moon,
**I promise that I will
 Get well very soon."**

The king told his aides
 To go get the moon
 So the princess would have it
 No later than noon
 But each of his aides
 One by one
**Told Lenore's father
 It could not be done.**

He banished the aides
 And sat all alone
 Till the Jester sat down

At the foot of the throne.
 "I'll go ask the princess,"
 The Court Jester said,
 "How big is the moon
 That shines on her bed."
 He then asked the child
 So weak and so pale
**She told him the moon
 Was the size of her nail.**

And after the size
 Of the moon had been told
 He learned that the small moon
 Was made of pure gold.
 A gold moon was made
 So tiny and round
 And the princess was told
 That the moon had been found.
 The princess got well
 No longer in pain
 For she now wears the moon
**Round her neck
 On a chain**

But when night comes
 The princess will surely
 Ask why
 The moon's round her neck
 And up in the sky.
 So finish the story
 And soon you will see
**What the clever Jester's
 Answer will be.**

Ask the audience to give as many answers as they can to the following question:
 How can the moon be shining in the sky when it is hanging on a golden chain around
 Lenore's neck?

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The Royal Goldsmith made a small moon on a chain.

2. She compared the moon to things that grow again.

3. The Royal Chamberlain said it was impossible to get the moon.

4. The King worried what would happen when she saw the moon in the sky.

5. The Princess told the Court Jester the moon was the size of her thumbnail.

6. The Princess wore the chain with the moon and got well.

7. Princess Lenore became very ill.

8. The Princess said the moon was made of gold.

9. The Wizard and the Mathematician said it couldn't be done.

10. She said she would get well if she was brought the moon.

SYMBOL ACTIVITY

The Court Jester had a necklace made for the princess with a gold sphere that was a symbol for the moon. A symbol is a simple picture that gives important information without using words.

Below each symbol, write the word or words that describe it:

Kings and queens

A good paper

Airport

Bus stop

No ball playing

America

Phone



A+



WORD SEARCH

y i l n e o c o
k o r e d l o g
s s e c n i r p
i e t k m o o n
c i s l i m r c
k o e a i n k e
i i j c e s g c
i c o e e k i k



Words to find:

Lenore

sick

gold

princess

king

sky

moon

jester

necklace

MIRETTE ON THE HIGH WIRE

By Emily Arnold McCully

Caldecott Medal Winner 1993

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Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Mirette on the High Wire*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has been to a circus? _____

knows what a boardinghouse is? _____

can find France on a map? _____

has performed in front of an audience? _____

knows what a daredevil is? _____

has completed a difficult job? _____

can name something it takes courage to do? _____

has been hurt in a fall? _____

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POETRY ACTIVITY

Add the missing words. For 4 through 7, choose a word that rhymes.

Come to the circus, and what will we see?

I see a/an _____ (1) looking at me

Come to the circus, and what will we see?

I see a/an _____ (2) talking to me

Come to the circus, and what will we see?

I see a/an _____ (3) performing for me

Who is that walking higher and higher?

It's the great Bellini on the circus high _____ (4)

What do I see dancing there?

I think I see a dancing _____ (5)

Who is in the little car going to town?

In the little car is a funny _____ (6)

What gallops around the ring, of course?

It's a bareback rider on a _____ (7)

A mighty _____ (8) howls its rage

As he paces in his lion cage.

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Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. She practiced until she got it right.

2. Bellini lost his nerve for wire-walking.

3. Mirette wanted to learn wire-walking.

4. Mirette led him across the wire.

5. Bellini taught Mirette to walk a tightrope.

6. Mirette meets Bellini at the boardinghouse.

7. He froze on the wire.

8. Bellini went on a world tour.

CODE ACTIVITY

Imagine what each clown might say about the high-wire walker, then write it down in Circus Alphabet Code (for example, for HELLO, you would write 8-5-12-12-15). Exchange papers with someone else and decipher their code.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26





WORD SEARCH

w a l k e d m g
e l g g u j i t
u d w u r r m r
i i i i l i e e
t a b o r c a p
e r r i t e m x
t f w l e r e e
t a e x p e r t



Words to find:

acrobat
wire
juggle

mime
expert
afraid

walked
girl

MY FRIEND RABBIT

By Eric Rohmann

Caldecott Medal Winner 2003

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *My Friend Rabbit*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has seen a rabbit in his or her yard? _____

has a toy airplane? _____

has a friend taller than you? _____

has had a kite caught in a tree? _____

has helped a friend with a difficult job? _____

has seen a real crocodile? _____

can say three words that rhyme with BEAR? _____

has broken a friend's toy? _____

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SONG ACTIVITY

Choose from the words below to complete each line in the song. Sing to the tune of "Hush Little Baby."

tree

fell

friend

worry

mouse

In the yard outside the house

Was a Rabbit and a _____ (1)

Oh, dear, Oh, dear, what do they see

The plane has landed in a _____ (2)

Get the plane down, hurry, hurry

Rabbit said, "Not to _____ (3)"

The animals helped, but sad to tell

The animals tumbled, and they _____ (4)

Now this song comes to an end.

Rabbit is still mouse's _____ (5)

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STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The plane is stuck in a tree.

2. The plane is in the tree again.

3. The animals climb on top of each other.

4. Rabbit grabs the plane.

5. Rabbit helps mouse to fly.

6. The animals fall.

7. Mouse falls out of the plane.

8. Rabbit and mouse go flying.

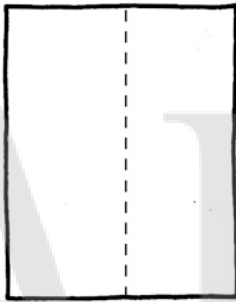
ART ACTIVITY

Follow these instructions to make a paper airplane.

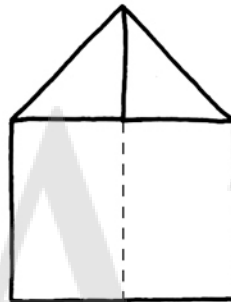


Delta Wing Flyer

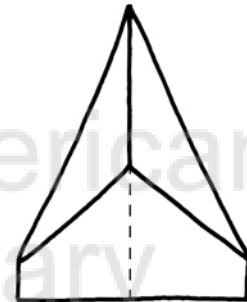
1. Fold an 8 1/2"x11" sheet of paper in half lengthwise.



2. Fold upper edges to centerline.



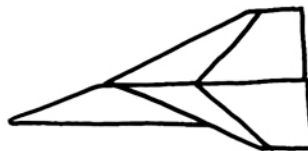
3. Fold upper edges to centerline again.



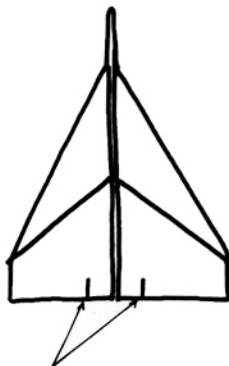
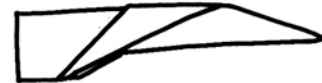
4. Fold paper in half lengthwise.



5. Fold one wing down.



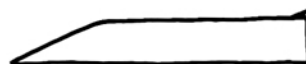
6. Fold other wing down.



7. Make 1/2" cut on both wings (about 1/4" from the center) for elevator trim tabs (elevator trim tabs provide a more stable flight).



8. Crease and fold elevator trim tabs slightly upwards. HAPPY FLYING, YOU ARE READY FOR TAKEOFF!



Slight upwards angle of elevator trim tabs. Experiment to see at what angle your aircraft flies best.

WORD SEARCH

b e a r i d b
e e r t n n o
t r n g p e e
e h n s l i s
t i b b a r o
w n i n n f o
m o u s e s g



Words to find:

bear

plane

goose

rabbit

mouse

tree

friend

rhino

wing

OFFICER BUCKLE AND GLORIA

By Peggy Rathmann

Caldecott Medal Winner 1996

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Officer Buckle and Gloria*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has spilled something on the floor? _____

has a brown dog for a pet? _____

wants to one day be a policeman? _____

knows what follows lightning in a storm? _____

has written a thank-you letter? _____

knows what the word ENORMOUS means? _____

knows someone named Gloria? _____

can name three duties of a policeman? _____

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SONG ACTIVITY

Rhyming Song

(Sing to the tune of “For He’s a Jolly Good Fellow.”)

Who goes with the policeman?

Who goes with the policeman?

Who goes with the policeman?

It’s a word that rhymes with log. _____ (1)

(Repeat with “It’s a word that rhymes with rat/boat.”)

Beginning and Ending Song

(Sing to the tune of “Oh Where, Oh Where Has My Little Dog Gone?”)

What does Officer Buckle give

At school when he talks to the kids?

It starts with T and ends in IPS

For safety it’s _____ (2) that he gives.

Substitution Song

(Sing to the tune of “If You’re Happy and You Know It.”)

If you change the D in Dog to an H

If you change the D in Dog to an H

If you change the D to H

Then a Dog becomes a _____ (3)

If you change the D in Dog to an H.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Officer Buckle saw Gloria on TV.

2. Officer Buckle shared his safety tips.

3. Napville School had a big accident.

4. Nobody listened.

5. Officer Buckle and Gloria visited schools again.

6. Gloria was the star of the show.

7. He stopped giving safety tips.

8. He took Gloria to the schools.

WRITING ACTIVITY

Gloria is a most unusual dog. Surround Gloria with words that describe her.



WORD SEARCH

g s p e e c h c
 c l e t i p s r
 y y o l i d e e
 a t d r k c o b
 t n e d i c c a
 t s o f u a u g
 o i f o a b a b
 l o o h c s d l



Words to find:

Officer

buddy

safety

Buckle

school

tips

Gloria

speech

accident

OWL MOON

By Jane Yolen

Illustrated by John Schoenherr

Caldecott Medal Winner 1988

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Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Owl Moon*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who first completes the questions. Can be done aloud as a group with children raising their hands.

Who . . .

has looked for owls in the woods? _____

has made a snow angel? _____

has seen a real owl? _____

has walked in the woods with a friend? _____

can find a picture of a full moon? _____

has two grandfathers? _____

can name a word that rhymes with moon? _____

likes to play in the snow? _____

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SONG ACTIVITY

Here is a song about the moon. Sing it to the tune of “Are You Sleeping?”

Silver moon (describing word)

Silver moon (describing word)

In the sky (tell where)

Above the woods (tell where)

Shining and watching (two *ing* words)

Hiding and glowing (two *ing* words)

Read this book . . . Read this book

Use the same pattern to write a song about the Great Horned Owl.

Give a describing word:

_____ owl

_____ owl

Tell where:

Tell where:

Use two *ing* words:

_____ and _____

Use two *ing* words:

_____ and _____

Read this book . . . Read this book

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The owl landed on the branch.

2. They walked toward the woods.

3. Pa began to call out.

4. Pa and his daughter reached the trees.

5. They left home to go owling.

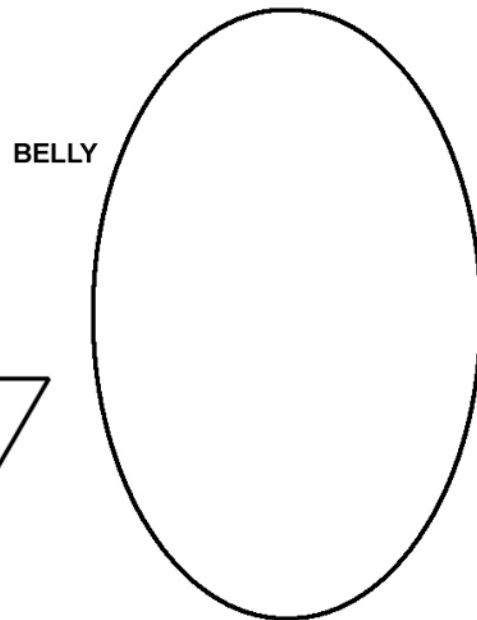
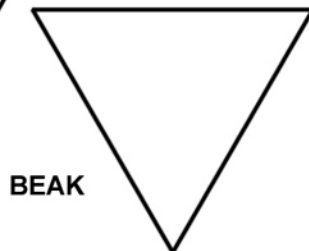
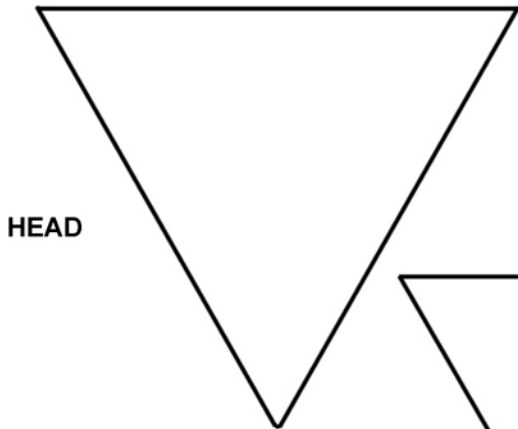
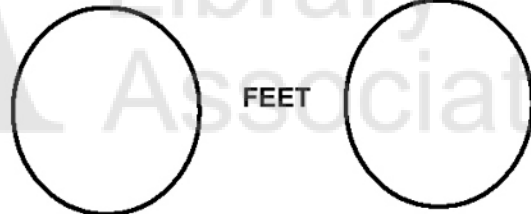
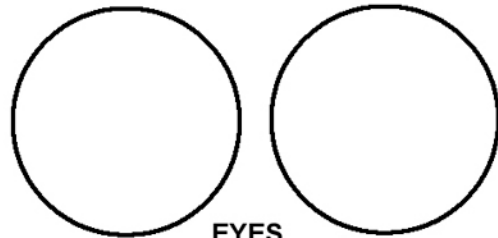
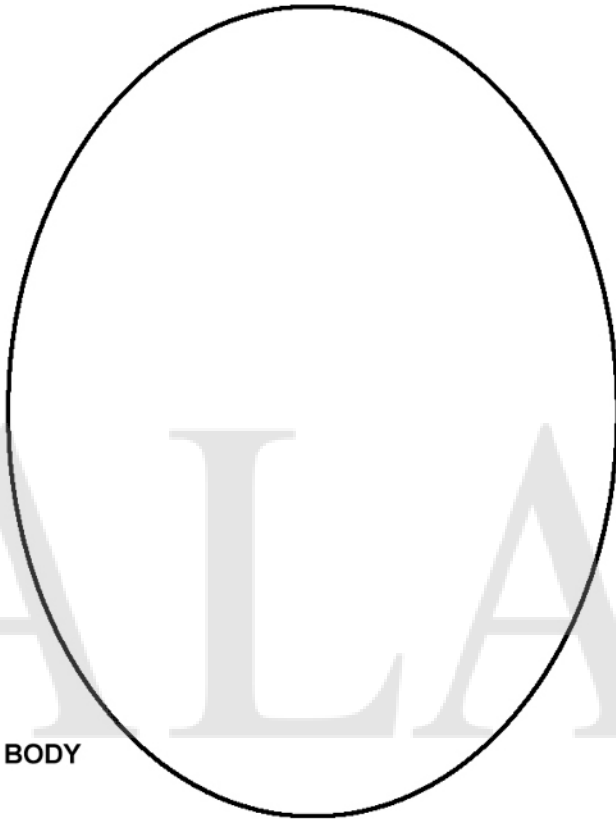
6. The girl's cheeks began to feel cold.

7. Pa and his daughter walked home.

8. The owl's call came closer.

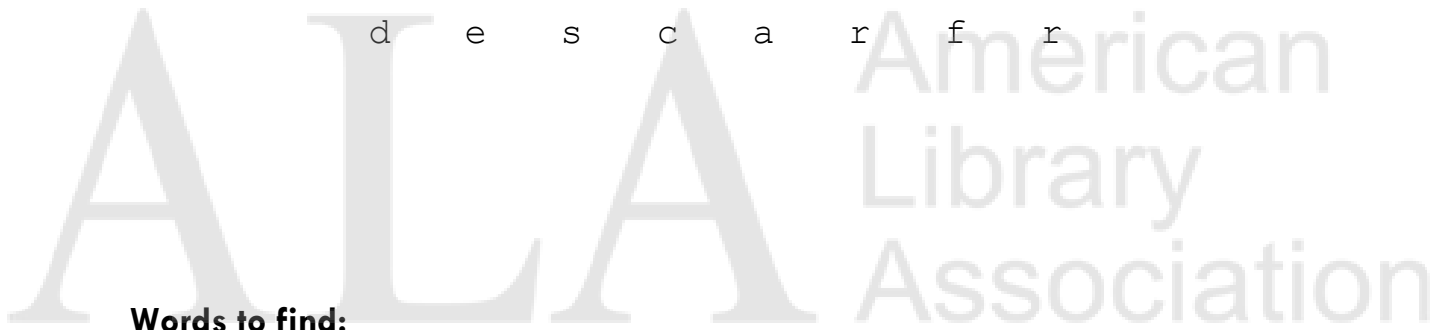
ART ACTIVITY

Cut out the shapes. Glue the pieces together to create an owl. Glue your owl to colored paper.



WORD SEARCH

n d n o o m n t
e m i t t e n s
v y e l l a v e
e w s o w d w e
l w s n e o r r
l o l n o w n t
t n o d d w e w
d e s c a r f r



Words to find:

owl

woods

scarf

moon

snow

meadow

trees

mittens

valley

OX-CART MAN

By Donald Hall

Illustrated by Barbara Cooney

Caldecott Medal Winner 1980

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Ox-Cart Man*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has ridden in a farmer's cart? _____

has made pot holders or jewelry to sell? _____

knows what a yoke is? _____

can name a word that rhymes with MITTENS? _____

knows where honey comes from? _____

likes maple syrup on pancakes? _____

can name one use for goose feathers? _____

likes corn on the cob? _____

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Association

SONG ACTIVITY

Use the same pattern as “An Ox-Cart Chant” to write about loading up a shopping cart at the supermarket.

An Ox-Cart Chant

Loading up the ox-cart

Bag of wool

Warm shawl

Knitted mittens

Tall candles

White linen

Split shingles

These are just a few

Birch brooms

Brown potatoes

Apple barrel

Honeycombs

Maple sugar

Fat turnips

Goose feathers, too

Come and see

The family

Loading up the cart

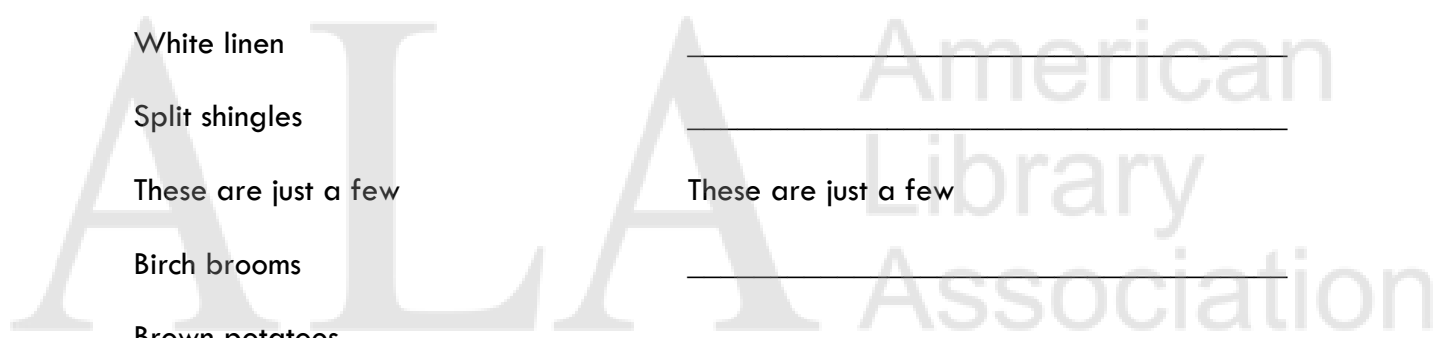
A Shopping-Cart Chant

Loading up the shopping cart

These are just a few

The family

Loading up the cart



STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He packed a shawl, mittens, and candles.

2. He bought a needle, a knife, and candy.

3. The ox-cart man backed his ox to the cart.

4. The family made things to sell for the next year.

5. The family loaded the cart.

6. He walked ten miles home.

7. He sold everything in the cart.

8. He walked to Portsmouth market.

SORTING ACTIVITY

Cut apart the items in this cart. Place the items into groups. Each group must have at least three items that are alike in some way. Tell how your groups are alike.



WORD SEARCH

p e r p s w t r
b h a h o e r e
s l e o e l a a
s e l d n a c e
p r e p e a s e
b r o o m e m k
m a r k e t b a
a b t g e r l a



Words to find:

wool

sheep

broom

man

candles

geese

cart

barrel

market

THE POLAR EXPRESS

By Chris Van Allsburg

Caldecott Medal Winner 1986

ALA

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Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Polar Express*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

can't sleep without your favorite pillow? _____

can name two of Santa's reindeer? _____

has watched a train go by? _____

knows what a conductor is? _____

likes hot cocoa better than hot tea? _____

has heard a wolf howl? _____

has climbed a mountain with a friend? _____

has lost something valuable? _____

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SONG ACTIVITY

How many Christmas gifts might Santa have in his sleigh? Name as many as you can. Use them in this song. Sing to the tune of “Coming 'Round the Mountain.”

I've a tiny, tiny Christmas bell for you

I've a tiny, tiny Christmas bell for you

I've a tiny, tiny Christmas bell

A tiny, tiny Christmas bell

A tiny, tiny Christmas bell for you

I've a very pretty Christmas doll for you

I've a very pretty Christmas doll for you

I've a very pretty Christmas doll

A very pretty Christmas doll

A very pretty Christmas doll for you

I've a Christmas fire engine just for you

I've a Christmas fire engine just for you

I've a Christmas fire engine

I've a Christmas fire engine

I've a Christmas fire engine just for you

Write more verses:

I've a Christmas _____ just for you

I've a Christmas _____ just for you

I've a Christmas _____

I've a Christmas _____

I've a Christmas _____ just for you

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Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Sarah finds a gift under the tree.

2. The boy asks for a bell from Santa's sleigh.

3. The boy gets on a train to the North Pole.

4. The children crowd together in the center of the North Pole.

5. The boy opens the gift. It is a bell.

6. The children got back aboard the train.

7. The boy returns home.

8. The boy realizes he has lost his bell.

ART ACTIVITY

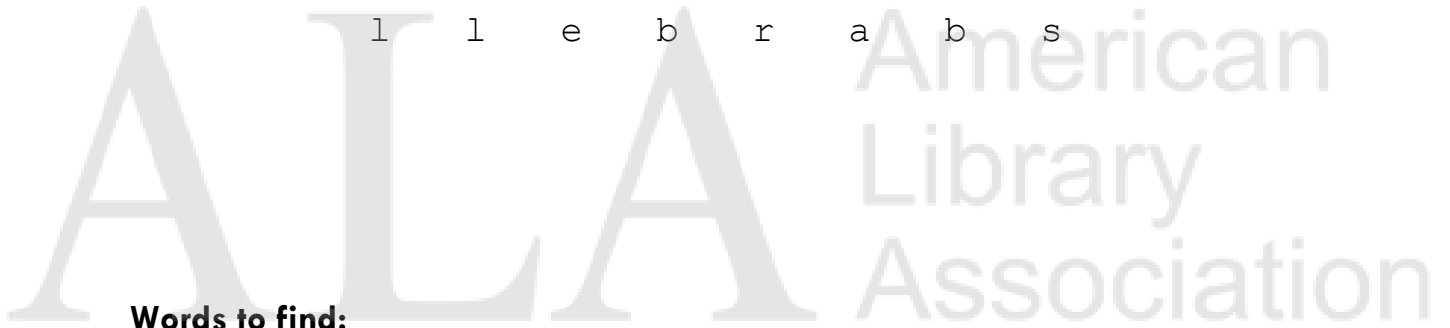
Decorate this Christmas bell so that it would be quickly found if it were lost.



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WORD SEARCH

p s p e g g d e
o s e i p c e x
c l f r r i e p
a t n a s g r r
l v i l l a g e
a s n o w m g s
x a e p t c r s
l l e b r a b s



Words to find:

snow

village

deer

magic

bell

express

polar

Santa

gift

RAPUNZEL

Retold by Paul O. Zelinsky

Caldecott Medal Winner 1998

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Rapunzel*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

knows who the Grimm brothers were? _____

knows what a sorceress is? _____

can name another story with a witch? _____

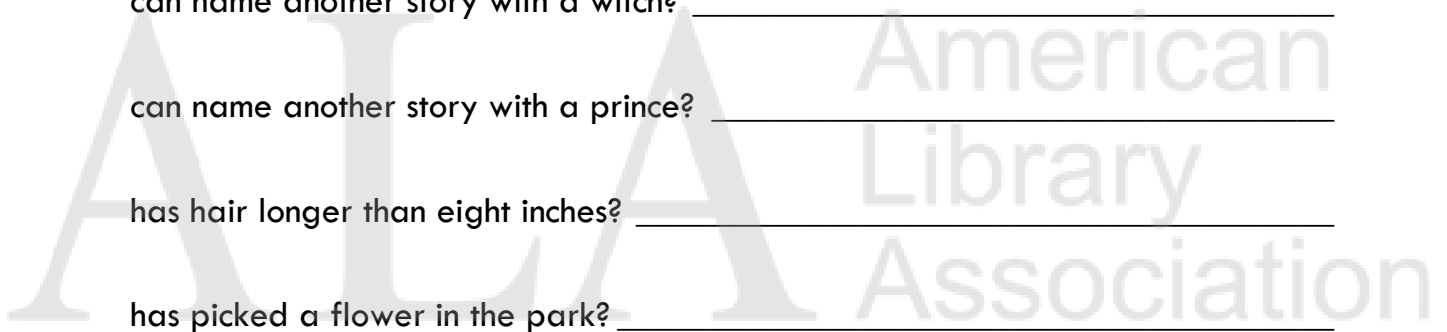
can name another story with a prince? _____

has hair longer than eight inches? _____

has picked a flower in the park? _____

lives in a town with a water tower? _____

has climbed to the top of a fire tower? _____



WRITING ACTIVITY

Follow the pattern on the left to describe what you might see if you visited Rapunzel in the tower.

If I visited the garden of the
sorceress, I would see:

Busy bees buzzing from one beautiful

flower to another

The feeding place for red-throated

hummingbirds

Rare fruits like mangos and kiwis

ripe for the picking

Bountiful rapunzel green, thick

and fresh

Colorful birds with nests in the

overhanging trees

A trickling stream with silver fish

darting to and fro

and dragonflies hovering above

A high wall on all sides

A man climbing over the wall

Picking fresh herbs called rapunzel

for his wife

Caught by the angry sorceress

If I visited Rapunzel in the tower with many
rooms, I might see:

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STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. The sorceress allowed the man to take Rapunzel in exchange for his first child.

2. The sorceress visited Rapunzel in the tower by climbing up her hair.

3. The sorceress discovered the prince's visits and sent Rapunzel to a wild country to live alone.

4. A man brought his wife herbs from the garden of a sorceress.

5. Rapunzel and the prince were reunited and lived happily ever after.

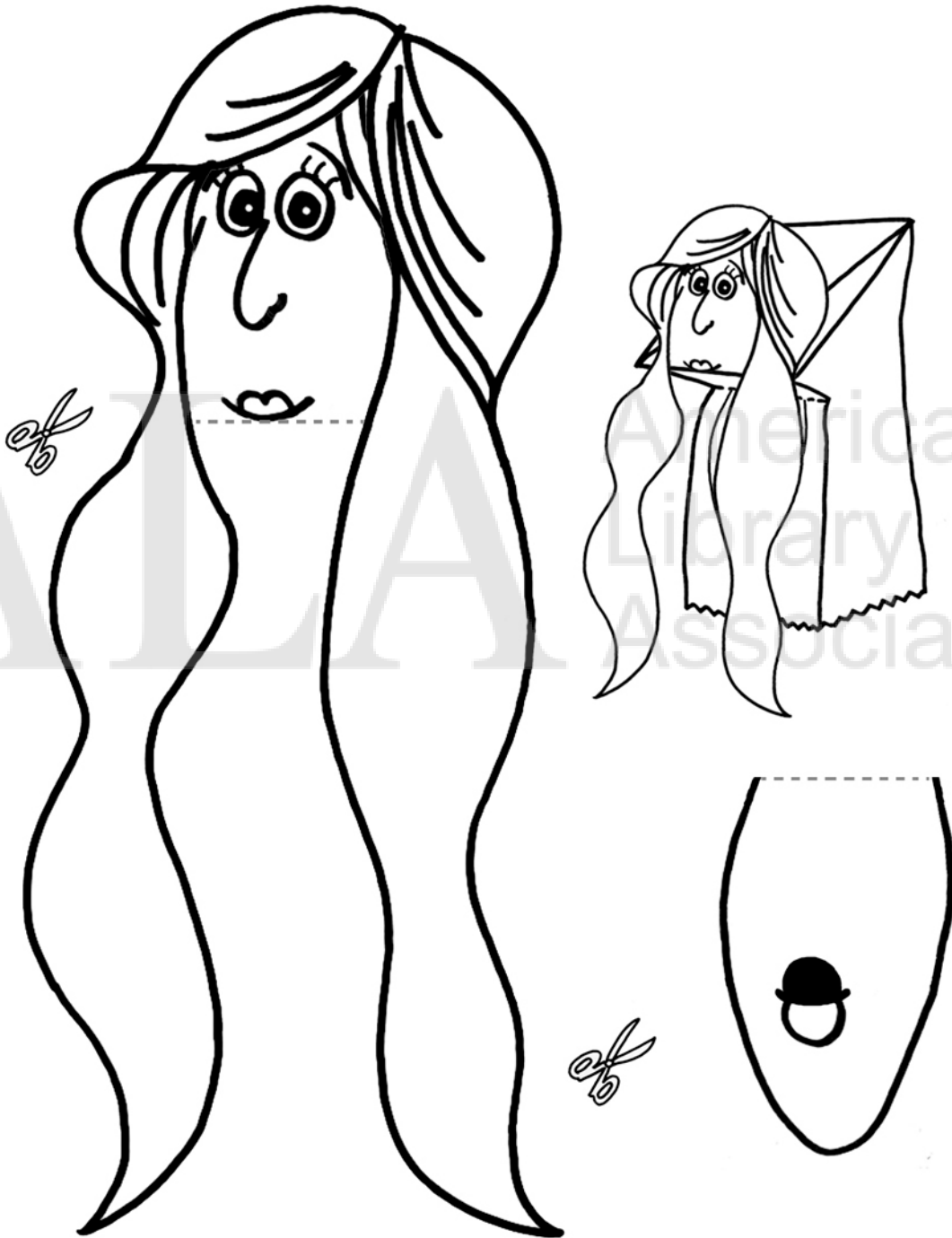
6. A prince heard Rapunzel singing and visited her in the tower.

7. The sorceress took the girl from the couple and at the age of twelve locked her in a tower with no door.

8. The blind prince wandered in misery until he came to the wild land where Rapunzel lived.

ART/WRITING ACTIVITY

Make a puppet mask of Rapunzel. Have your puppet tell the sorceress how she feels about being locked in the tower.



ART/WRITING ACTIVITY

Make a paper bag puppet of the witch. What would she say to Rapunzel?



WORD SEARCH

l o o i t e s n s w
 s e e g n r s s r a
 t r z h a n a s k r
 u e c n i r p e n m
 o w b w u n d r h a
 p o t r c p b e t p
 g t p r a r a c n e
 l n r o r i u r e
 l a k i n g d o m s
 w r o w d n n s a s

ALA American Library Association

Words to find:

Rapunzel

tower

heart

sorceress

braids

twins

garden

prince

kingdom

A SICK DAY FOR AMOS McGEE

By Philip C. Stead

Illustrated by Erin E. Stead

Caldecott Medal Winner 2011

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *A Sick Day for Amos McGee*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has seen a real wild animal? _____

has spent a whole day in bed? _____

has more than one pet? _____

can find Africa on a map? _____

has spent a day at the zoo? _____

has done a favor for someone? _____

can name one thing a friend does? _____

has visited a sick friend? _____

ALA American
Library
Association

SONG ACTIVITY

1. Sing to the tune of “For He’s a Jolly Good Fellow”:

Who plays chess with an elephant?

Who plays chess with an elephant?

Who plays chess with an elephant?

His name is Amos McGee

Who runs races with tortoise?

Who runs races with tortoise?

Who runs races with tortoise?

His name is Amos McGee

After sharing the story, add more verses:

Who reads stories with night owl?

Who lends a hankie to rhino?

Who sits quietly with penguin?

2. Sing to the tune of “Hush Little Baby”:

One small animal alone in the zoo

Along came an elephant, and then there were two.

What is that? A tortoise I see.

He joined with the others, and then there were three.

Along came a penguin from the Arctic shore

Joined with the others, and then there were four.

The sun comes up, the zoo comes alive

Here comes rhino, that makes five.

Evening comes now take a look

At Amos and the owl and a favorite book.

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He sat quietly with the penguin.

2. One day Amos was ill with a cold.

3. Every day Amos went to the zoo.

4. He stayed in bed.

5. He ran races with the tortoise.

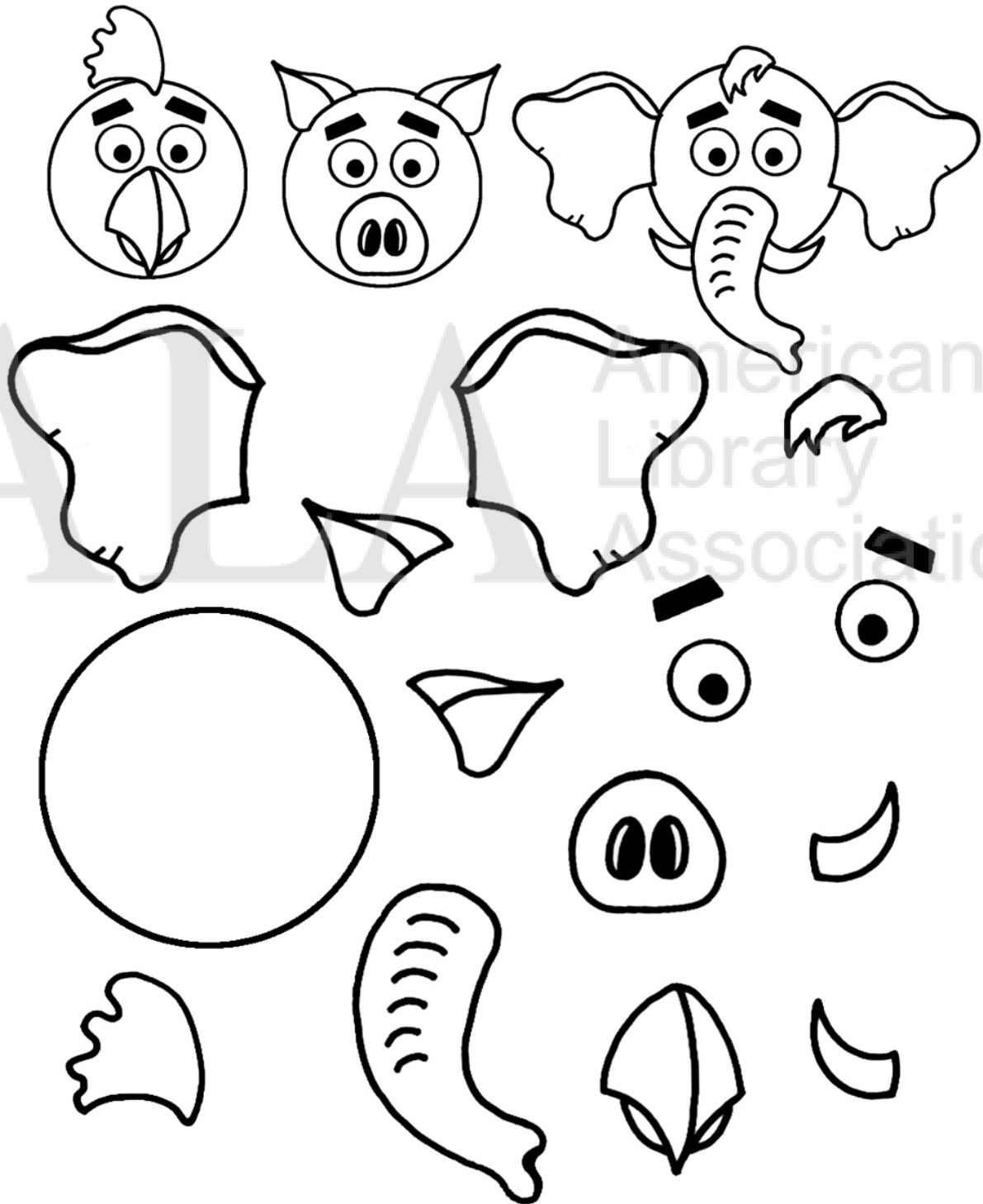
6. The animals went to visit Amos.

7. He played chess with the elephant.

8. He gave his handkerchief to the rhino.

ART ACTIVITY

Create a new animal friend for Amos McGee. Color and cut out these animal parts and glue them on a paper plate. Draw eyes and a mouth as needed. You do not need to use all of the parts.



WORD SEARCH

e o b n b e d d
s a o s b l n n
i u s n w e e n
o e b o i p e a
t t r r e h o e
r f f r r a r a
o n i u g n e p
t a r n e t s e



Words to find:

friend

penguin

bus

elephant

tortoise

bed

rhino

owl

tea

SMOKY NIGHT

By Eve Bunting

Illustrated by David Diaz

Caldecott Medal Winner 1995

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Smoky Night*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has lost a pet cat? _____

has a first name beginning with the letter J? _____

has wished upon a star? _____

can find Los Angeles, California, on a map? _____

lives on a busy street? _____

has a pet other than a cat? _____

can name one thing to do if a fire breaks out? _____

can name five words that rhyme with cat? _____

ALA American
Library
Association

POETRY BOOKTALK

Ask children to repeat the last line of each verse.

Daniel looked out his window

And what he saw below

Was fire in the distance

A red and fiery glow.

Daniel clutches Jasmine

Leaves the building for the ground

When Daniel looks again

Jasmine can't be found.

In all of the confusion

Mrs. Kim has lost her cat

Then a man came in the church hall

Wearing a fireman's hat.

He carried a cat in each arm

The cats became good friends

Mrs. Kim and Daniel are happy

And so the story ends.



STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. People drag sacks of rice from Kim's Market.

2. Someone pounds on the apartment door.

3. Daniel sees that Jasmine is missing.

4. Daniel and Mama go to a shelter in the church.

5. Mama and Daniel see rioting in the streets.

6. A fireman arrives with Jasmine and Mrs. Kim's cat.

7. Three fire engines arrive.

8. Daniel and Mama rush down the stairs.

SNOWFLAKE BENTLEY

By Jacqueline Briggs Martin

Illustrated by Mary Azarian

Caldecott Medal Winner 1999

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Snowflake Bentley*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

likes winter better than other seasons? _____

has done work on a farm? _____

knows the capital of Vermont? _____

has an online encyclopedia on his or her computer? _____

has made snow angels? _____

has been schooled at home? _____

has built a snow igloo? _____

has learned something new today? _____

has taken winter pictures? _____

has a last name that begins with the letter B? _____

ALA American Library Association

POETRY ACTIVITY

Create a snowflake report. Add the missing words and read the poem.

Wilson B_____ (1)

Said, Passion is what it takes

He collected and studied day after day

To learn what made s_____. (2)

When m_____ (3)

Cling to each other

They hold hands like

Sister and brother

Then tiny b_____ (4)

Trap some air

To form d_____ (5)

That no two share.

Do away with the wind

Add a bit of chilled air

And you'll see c_____ (6)

Sparkling there

Ask Snowflake Bentley

How they came to be

He'll pull out a p_____ (7)

For all to see.

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He gave picture shows for neighbors.

2. As a small boy, Wilson Bentley was fascinated by snow.

3. He read the encyclopedia.

4. He learned no two snowflakes are alike.

5. Scientists today read Bentley's findings about snowflakes.

6. His parents bought him a camera.

7. He wanted to know what caused snowflakes to form.

8. He studied snowflakes in his barn.

COLLAGE ACTIVITY

Make a collage representing some of Bentley's favorite things. In this collage, you will add one extra feature. Add a rhymed couplet somewhere in the collage to describe Snowflake Bentley.

EXAMPLE: In a collage for Snowflake's mother, you might draw an encyclopedia. Under the encyclopedia, you might write two lines, like this:

My son Willie was no fool.
An encyclopedia was his learning tool.

ALA American
Library
Association

WORD SEARCH

m n r i n f n
c c n n f f a
p a n e r l f
h w m n r a b
o o v e r k b
t n o m r e v
o s i c e a n



Words to find:

camera

Vermont

ice

snow

barn

farm

flake

photo

over

THE SNOWY DAY

By Ezra Jack Keats

Caldecott Medal Winner 1963

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *The Snowy Day*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has lived in a big city? _____

has watched a snowplow push snow? _____

has made a snow angel? _____

likes winter better than any other season? _____

has climbed a snow mountain? _____

has awakened to see snow has fallen overnight? _____

has watched a snowball fight? _____

has slid down a snowdrift? _____

ALA American
Library
Association

SONG ACTIVITY

Here are things that Peter did in the story. Choose two and use them in a song. Sing to the tune of “London Bridge.”

Opened his eyes

Put on his snowsuit

Made snow tracks

Saw the snow

Went outside

Made a snowman

Ate breakfast

Example:

Happy Peter opened his eyes

Opened his eyes,

Opened his eyes.

Happy Peter opened his eyes

And saw the snow.

Choose two more and write your song here:

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He put a snowball in his pocket.

2. Peter woke up.

3. He put on his snowsuit.

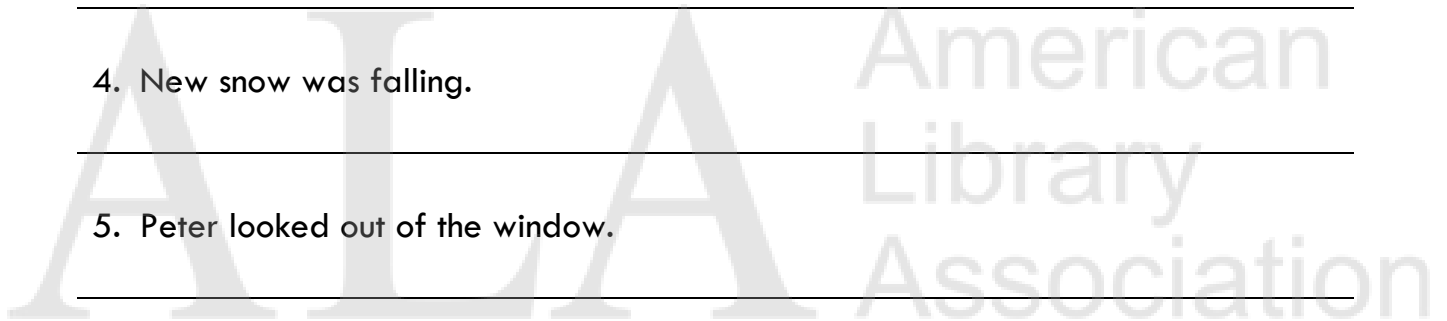
4. New snow was falling.

5. Peter looked out of the window.

6. He climbed a snow mountain.

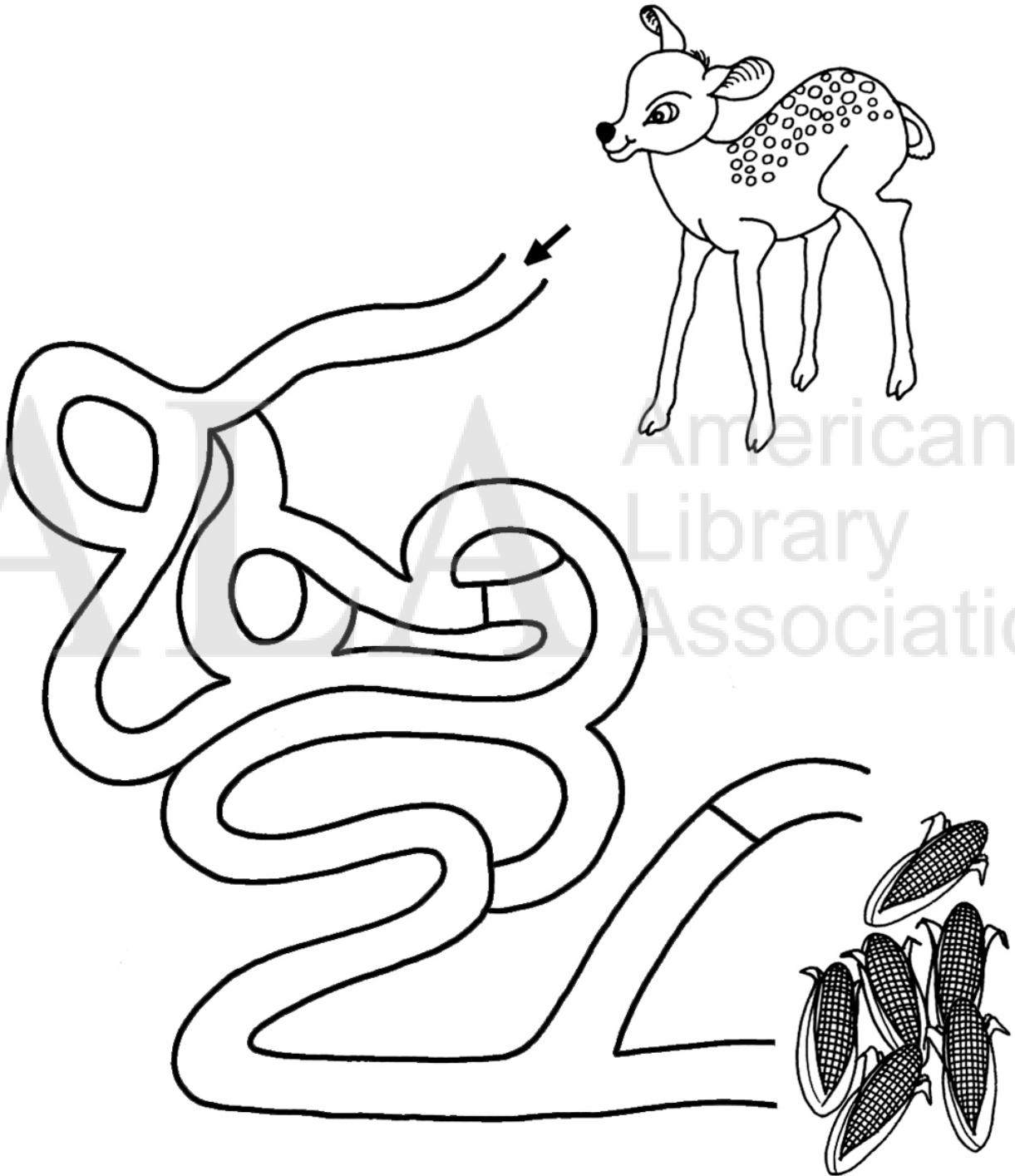
7. His feet sank into the snow.

8. His pocket was empty.



MAZE

It is a snowy day in the woods. Follow the path to help the deer get to the food.



WORD SEARCH

n a m w o n s t
p p o d u o o u
w n p e t e r t
s i t e s e k e
s a n r i s e r
n o n t d e u f
p o c k e t o r
t p o t o r e t



Words to find:

Peter

outside

tree

winter

feet

snowman

snow

toes

pocket

SO YOU WANT TO BE PRESIDENT?

By Judith St. George

Illustrated by David Small

Caldecott Medal Winner 2001

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *So You Want to Be President?*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has gone swimming or bowling? _____

does not like to eat broccoli? _____

has James or Jim as a first name? _____

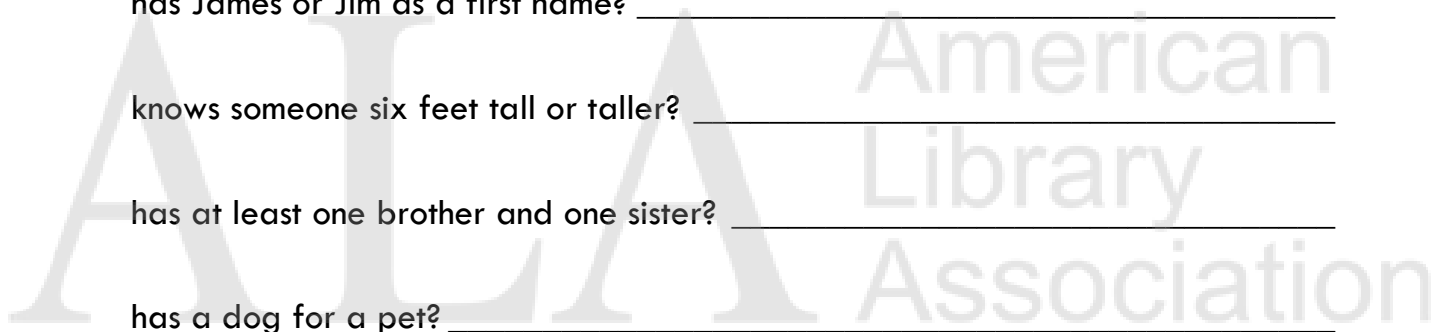
knows someone six feet tall or taller? _____

has at least one brother and one sister? _____

has a dog for a pet? _____

wants to be a lawyer or a teacher? _____

likes to dance? _____



POETRY ACTIVITY

Presidents Carter and Clinton had cats. Follow the pattern in this poem about cats to write about more presidents' pets.

Cats

Cats creep

Cats creep quietly

Cats creep quietly, slowly

Cats creep quietly, slowly, sneakily

All around the White House

Benjamin Harrison had a pet goat

Goats _____

Goats _____, _____

Goats _____, _____, _____

All around the White House

Calvin Coolidge had a pet raccoon

Raccoons _____

Raccoons _____, _____

Raccoons _____, _____, _____

All around the White House



BOOK TRIVIA

After sharing the book, see how many presidents the students can name.

1. Which president doesn't like broccoli?

2. Which president had his father's name?

3. Which president got stuck in a bathtub?

4. Which was the youngest president?

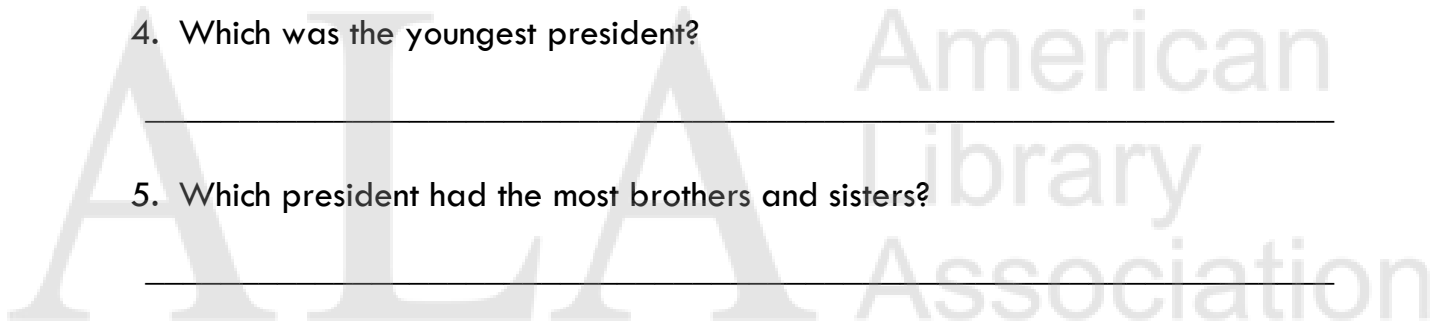
5. Which president had the most brothers and sisters?

6. Which president's children ran a zoo?

7. Which president swam every morning in the Potomac River?

8. Which president was arrested for speeding in his horse and buggy?

9. Which president didn't learn to write until after he was married?



WRITING ACTIVITY

Choose four presidents from the book and complete these patterns.

Example: William Howard Taft **or** William Howard Taft
 Hello to ice cream Hello to swimming pools
 Goodbye to cabbages Goodbye to small bathtubs

_____ (president's name)

Hello to _____

Goodbye to _____

_____ (president's name)

Hello to _____

Goodbye to _____

_____ (president's name)

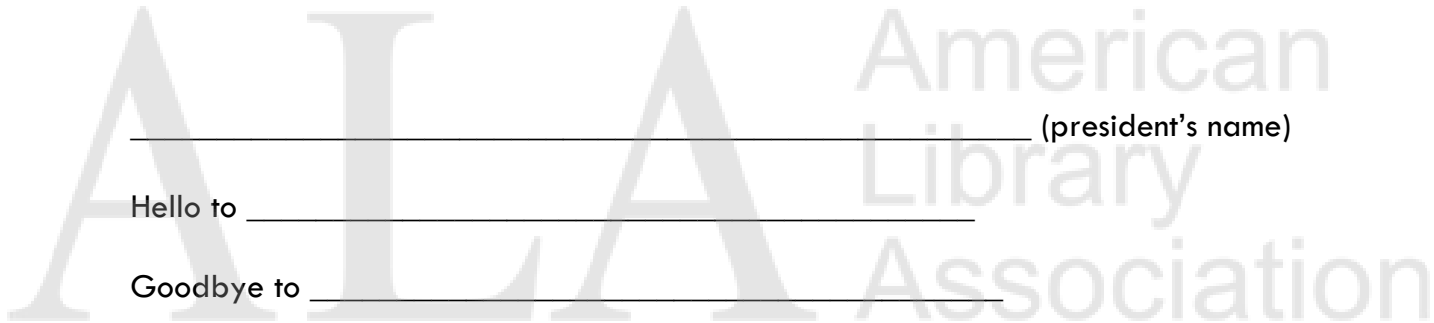
Hello to _____

Goodbye to _____

_____ (president's name)

Hello to _____

Goodbye to _____



WORD SEARCH

a t t a y l o r
 h a m o n r o e
 e t d p m a r t
 p a n a g a e r
 o f n a m g h a
 l t n k r s d c
 k t r a u g g r
 n r t b a f t a



Words to find

Taft

Bush

Polk

Adams

Grant

Reagan

Monroe

Carter

Taylor

SYLVESTER AND THE MAGIC PEBBLE

By William Steig

Caldecott Medal Winner 1970

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Sylvester and the Magic Pebble*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has seen or ridden a real donkey? _____

has found an unusual rock? _____

has seen a lion at the zoo? _____

has walked in a meadow? _____

has a hobby? _____

has gone on a picnic? _____

can name one helpful thing a policeman does? _____

has a first name that begins with the letter S? _____

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Association

POETRY ACTIVITY

Add the missing word to tell what different people collect. Clue: in each verse, the last word in lines two and four rhyme.

Busy Buddy did not collect buttons

Or rocks or pebbles or lamps

What do you think he collected?

Buddy collected _____ (1)

Pretty Pamela did not collect dolls

Or coins or wishes

What do you think she collected?

Pamela collected _____ (2)

Happy Harold did not collect buttons

Or rocks or stars

What do you think he collected?

Harold collected toy _____ (3)

Sylvester Duncan did not collect buttons

Or coins or socks

What do you think he collected?

Sylvester collected _____ (4)

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Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He met a lion in the meadow.

2. His parents searched for their son and asked the police to help find him.

3. He wished to become a rock.

4. Sylvester became himself again.

5. Mrs. Duncan put the pebble on the rock.

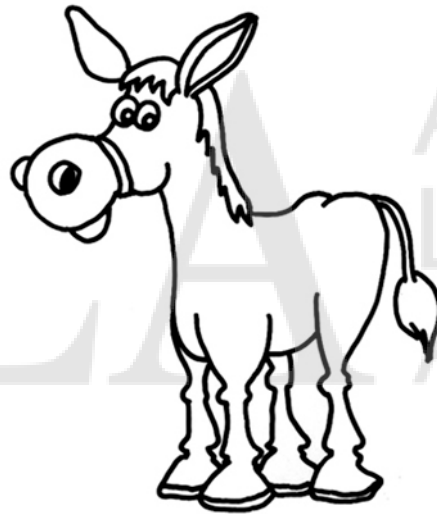
6. Sylvester found a magic pebble.

7. Mr. and Mrs. Duncan put their picnic lunch on a big rock.

8. The pebble rolled away from the rock.

ART ACTIVITY

Draw objects around the donkey that he might wish for if he found a magic pebble.



WORD SEARCH

n p e b b l e s
w o d a e m n s
y l i h o u s e
e i e l e c s n
k c g p n u e o
n e k c i h c t
o e w e c g w s
d i e e p y s s



Words to find:

police

pebble

chicken

donkey

lion

house

pigs

meadow

stones

THIS IS NOT MY HAT

By Jon Klassen

Caldecott Award Winner 2013

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the places and events in *This Is Not My Hat*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done orally with children raising their hands.

Who . . .

can name an ocean? _____

has gone fishing? _____

has a favorite hat? _____

can say a word that rhymes with whale? _____

has borrowed a hat from a friend? _____

has helped someone find a lost item? _____

can name three words that rhyme with hat? _____

has lost a piece of clothing? _____

ALA American
Library
Association

SONG ACTIVITY

Sing this fish song to the tune of “London Bridge.”

Great big fish was asleep
Was asleep
Was asleep
Did not see the little fish
Take his hat.

Great big fish opened his eye
Opened his eye
Opened his eye
Great big fish opened his eye
Said “Where is my hat?”

Little fish went swish, swish, swish
Swish, swish, swish
Swish, swish, swish
Little fish went swish, swish, swish
Swam right in the tall weeds.

Great big fish began the chase
Began the chase
Began the chase
Great big fish began the chase
But little fish was hiding

Mister Crab pointed to the weeds
Pointed to the weeds
Pointed to the weeds
Mister Crab pointed to the weeds
Where little fish was hiding.

Great big fish now wears his hat
Wears his hat
Wears his hat
Great big fish wears his hat
And goes back to sleep.

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Crab gives away the hiding place of little fish.

2. Big fish opens his eye.

3. Little fish finds a hiding place in the tall weeds.

4. Little fish wants big fish's hat and takes it.

5. Crab is looking when little fish hides.

6. Big fish swims after little fish.

7. Big fish swims into the tall weeds and finds his hat.

8. Little fish hides in the tall weeds.

9. Big fish had his eye closed.

10. Big fish discovers his hat is missing.

WRITING ACTIVITY

Write an ocean creature song.

Describe it	Name It	What it does	Where
Orange	goldfish	swimming	in the bowl
Blue	crayfish	moving	in the waves
Silver	swordfish	darting	in the ocean
Red	hermit crab	scratching	in the sand
Gray	whale	spouting	in the water
Brown	starfish	crawling	along the shore

Choose three and sing to “Skip to My Lou.”

Example:

We see a			
Red	hermit crab	scratching	in the sand
Gray	whale	spouting	in the water
Brown	starfish	crawling	along the shore

Swim, little fishes, swim!

Your turn:

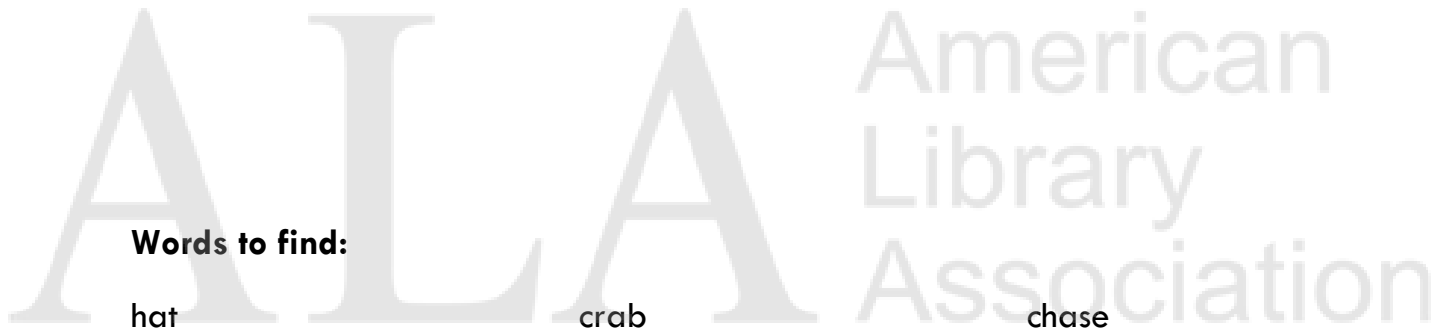
We see a

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Swim, little fishes, swim!

WORD SEARCH

h i d e t r m
b f i s h b i
a l h d r w w
r n a e c o s
c c t e n i m
s a y w t h e
w e c h a s e



Words to find:

- | | | |
|-------|-------|-------|
| hat | crab | chase |
| ocean | water | mine |
| fish | steal | hide |
| eye | swim | weeds |

WHERE THE WILD THINGS ARE

By Maurice Sendak

Caldecott Medal Winner 1964

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Where the Wild Things Are*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. This can be done aloud as a group with children raising their hands.

Who . . .

has a room all of his or her own? _____

has an eight o'clock bedtime? _____

has seen a monster movie on television? _____

has walked in dark woods? _____

has sailed in a boat? _____

has pretended he or she is someone else? _____

likes green plants? _____

has a first name that begins with the letter M? _____

ALA American
Library
Association

SONG ACTIVITY

Let's sing a rhyming song to the tune of "For He's a Jolly Good Fellow."

How did Max get to the island?
How did Max get to the island?
How did Max get to the island?
It's a word that rhymes with goat.

What were the creatures that Max found?
What were the creatures that Max found?
What were the creatures that Max found?
It's a word that rhymes with child.

Who is king of the wild things?
Who is king of the wild things?
Who is king of the wild things?
It's a word that rhymes with tax.

What did Max wear as a ruler?
What did Max wear as a ruler?
What did Max wear as a ruler?
It's a word that rhymes with frown.

What did Max find when he got home?
What did Max find when he got home?
What did Max find when he got home?
It's a word that rhymes with upper.

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. He felt lonely and smelled good food.

2. A boat took Max across the water.

3. Max is sent to his room.

4. A forest began to grow.

5. Max returned home and found his supper.

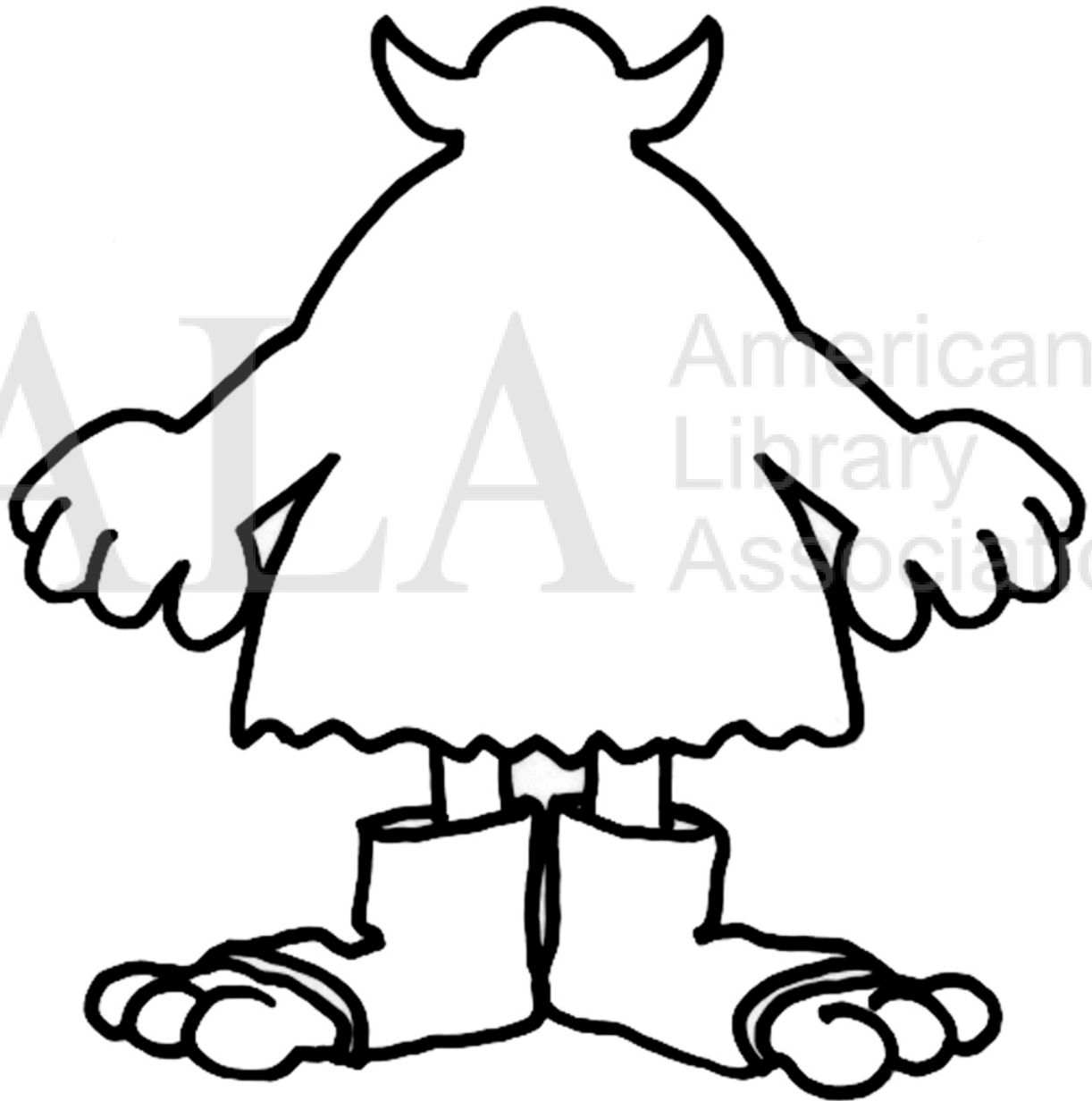
6. He became king of the Wild Things.

7. Max misbehaved.

8. He arrived in the land of the Wild Things.

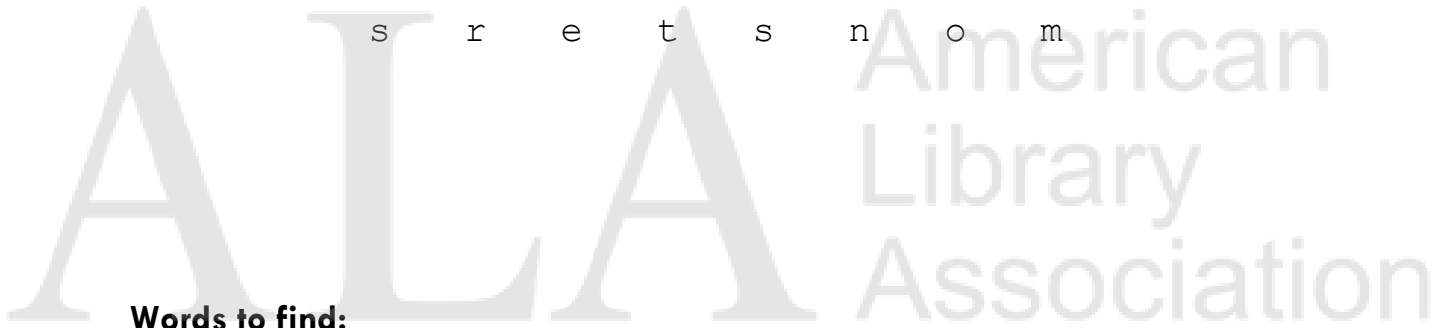
ART ACTIVITY

Add features to this drawing to create a new wild thing for Max.



WORD SEARCH

v n y s l t t r
i t s e r o f u
n t i u r s o m
e s g h o h s p
s x u t a o b u
r a a e r m t s
s m n e h e y p
s r e t s n o m



Words to find:

Max

forest

roar

vines

boat

home

rumpus

teeth

monsters

WHITE SNOW, BRIGHT SNOW

By Alvin Tresselt

Illustrated by Roger Duvoisin

Caldecott Medal Winner 1948

ALA American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *White Snow, Bright Snow*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

has made a snowman? _____

has made snow angels in the snow? _____

likes winter better than summer? _____

has caught a snowflake on his or her tongue? _____

can name one thing a farmer must do even if it snows? _____

has lived on or visited a farm? _____

has spent a whole day in bed? _____

can name two signs of spring? _____

ALA American Library Association

SONG ACTIVITY

Choose from the words below to complete each line in the song. Sing to the tune of "Twinkle, Twinkle Little Star."

ground

day

found

play

snowflakes

Children looking in the sky

Saw the s_____ (1) watched them fly.

Rabbits burrowed in the g_____ (2)

In the barn the cows were f_____ (3)

Then when night turned into d_____ (4)

Children all went out to p_____ (5)

If you change the K in KNOW to an S

If you change the K in KNOW to an S

If you change the K to S

The we Know that it will S_____

If you change the K in KNOW to an S.

If you change the C in COW to an S

If you change the C in COW to an S

If you change the C to S

Then a COW becomes a S_____

If you change the C in COW to an S.

American
Library
Association

STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Fields, roads, and walks were buried under snow.

2. The children saw a robin.

3. The postman fell in a snow bank.

4. People thought it was going to snow.

5. The policeman stayed in bed.

6. It began to snow.

7. The sun melted the snow.

8. Spring would soon arrive.

WRITING ACTIVITY

Follow these three steps to write your own bunny rabbit riddles.

Step One:

List words that rhyme with BUNNY

Example: FUNNY, SUNNY, RUNNY

Step Two:

Choose one word and give its meaning.

Example: FUNNY: To make others laugh.

Step Three:

Ask a bunny-rabbit question using the meaning.

Example: What do you call a bunny-rabbit who tells jokes?

Answer: A funny rabbit.

Can you answer these questions?

What do you call a bunny rabbit who always smiles?

What do you call a bunny rabbit who never walks?

WORD SEARCH

r r n w o n s
a e a g o i o
b t m i b c r
b n t r w s n
i i s l a r t
t w o s a f g
w t p b o y e



Words to find:

snow

boy

cow

postman

rabbit

barn

farmer

girl

winter

WHY MOSQUITOES BUZZ IN PEOPLE'S EARS

Retold by Verna Aardema

Illustrated by Leo and Diane Dillon

Caldecott Medal Winner 1976

ALA

American
Library
Association

FIND SOMEONE WHO . . .

Discover what you have in common with the people, places, and events in *Why Mosquitoes Buzz in People's Ears*. See which members of your group can answer the questions that follow. A name can be used only once. The winner is the player who completes the questions first. Can be done aloud as a group with children raising their hands.

Who . . .

can find Africa on a map? _____

has been bitten by a mosquito? _____

has visited wild animals at the zoo? _____

has seen a real iguana? _____

can name another story that takes place in Africa? _____

has watched the sun come up? _____

has been outside after midnight? _____

knows what the lion is called? _____

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WRITING ACTIVITY

Complete these patterns about animals in the story. Compare mosquito and iguana by listing two things mosquito did and one thing iguana did. Follow the same pattern for lion and python.

If I had the buzz of a mosquito

I would _____

And I'd _____

But I wouldn't _____

Because an iguana does that.

If I had the powerful feet of a lion

I would _____

And I'd _____

But I wouldn't _____

Because a python does that.

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STORY STRIPS

Cut the story strips apart. Give one strip each to child or group. Have the children line up in the correct order to tell the story by reading their strips.

1. Rabbit ran away.

2. Mosquito told iguana a story.

3. Monkey accidentally killed a baby owl.

4. Crow gave a warning.

5. Python slithered down rabbit's hole.

6. Mother owl wouldn't wake the sun.

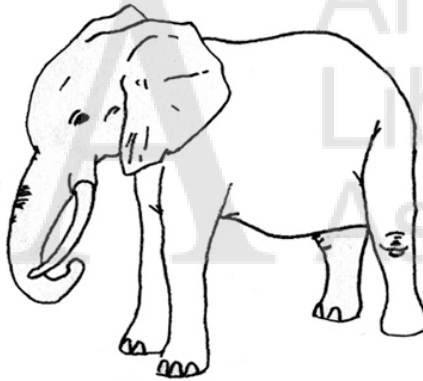
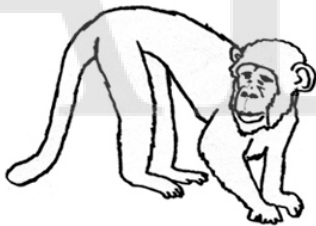
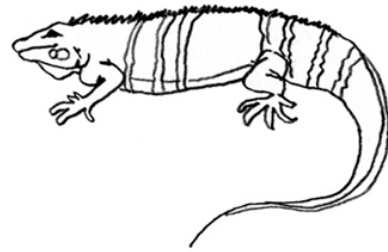
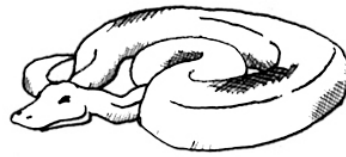
7. Iguana did not hear python's greeting.

8. Iguana had sticks in his ears.

LABELING ACTIVITY

Label the African animals. Use these names:

- OWL PYTHON MONKEY ELEPHANT GIRAFFE
IGUANA LION RABBIT ZEBRA



WORD SEARCH

s n y s l t t s
t r e e s i s e
o t i u q s o m
e s g t m k s n
a e u s u c t o
r r a b b i t t
s o n o h t y p
s f a s i s s o



Words to find:

mosquito

ears

lion

iguana

rabbit

forest

sticks

python

trees

ANSWER KEY

Arrow to the Sun

Catch the Clue: The secret word is DANCE.

The Biggest Bear

Story Strips: The correct order is 4, 1, 3, 2, 8, 7, 5, 6.

Cinderella, or the Little Glass Slipper

Story Strips: The correct order is 5, 8, 3, 7, 1, 6, 4, 2.

Fables

Name That Fable: 1. The Mouse at the Seashore; 2. The Hippopotamus at Dinner; 3. The Young Rooster; 4. The Elephant and His Son; 5. The Camel Dances. Story Strips: The correct order is 5, 1, 3, 8, 4, 7, 6, 2.

Flotsam

Story Strips: The correct order is 4, 5, 2, 6, 7, 8, 3, 1.

The Fool of the World and the Flying Ship

Story Strips: The correct order is 3, 5, 8, 4, 1, 2, 6, 7.

The Funny Little Woman

Story Strips: The correct order is 3, 5, 1, 6, 8, 2, 4, 7.

The Girl Who Loved Wild Horses

Story Strips: The correct order is 4, 7, 1, 8, 6, 2, 5, 3.

Grandfather's Journey

Story Strips: The correct order is 2, 6, 3, 8, 1, 5, 7, 4. Quiz Show: 1. C; 2. C; 3. C; 4. A; 5. B; 6. B; 7. A; 8. B.

The Hello, Goodbye Window

Story Strips: The correct order is 5, 1, 7, 3, 8, 2, 4, 6.

Hey, Al

Poetry Activity: The missing words are 1. broom; 2. poor; 3. day; 4. long; 5. beaks; 6. escape; 7. ocean; 8. sad; 9. end. Story Strips: The correct order is 5, 2, 6, 1, 4, 3, 8, 7.

The House in the Night

Story Strips: The correct order is 2, 6, 8, 3, 7, 5, 1, 4.

The Invention of Hugo Cabret

Story Strips: The correct order is 5, 1, 6, 3, 8, 4, 7, 2.

Joseph Had a Little Overcoat

Story Strips: The correct order is 3, 1, 7, 2, 4, 6, 5, 8.

Jumanji

Story Strips: The correct order is 3, 4, 1, 2, 5, 6, 8, 7.

Kitten's First Full Moon

Story Strips: The correct order is 5, 8, 1, 3, 2, 6, 7, 4.

The Lion and the Mouse

Story Strips: The correct order is 4, 7, 6, 1, 5, 3, 2, 8.

The Little House

Poetry Activity: The missing words are 1. hill; 2. snow; 3. road; 4. city; 5. away; 6. tall; 7. hill.

Story Strips: The correct order is 3, 1, 6, 8, 4, 2, 5, 7.

The Little Island

Song Activity 1: The missing words are 1. play; 2. sea; 3. shore; 4. eggs; 5. friend.

Story Strips: The correct order is 2, 5, 8, 1, 4, 7, 3, 6.

Lon Po Po: A Red-Riding Hood Story from China

Story Strips: The correct order is 1, 7, 3, 8, 5, 2, 4, 6.

Madeline's Rescue

Poetry Activity: The missing words are 1. shine; 2. fell; 3. cheered; 4. pet 5. fight; 6. share; 7. away; 8. allowed; 9. outside; 10. lamp; 11. bed; 12. fight ; 13. end. Story Strips: The correct order is .3, 1, 8, 2, 7, 4, 6, 5

Make Way for Ducklings

Song Activity: The missing words are 1. home; 2. woods; 3. pond; 4. water; 5. line; 6. street.

Story Strips: The correct order is 3, 7, 1, 8, 5, 6, 2, 4.

The Man Who Walked between the Towers

Story Strips: The correct order is 1, 4, 2, 6, 7, 8, 5, 3.

Many Moons

Story Strips: The correct order is 7, 10, 3, 9, 5, 8, 1, 6, 4, 2.

Mirette on the High Wire

Poetry Activity: Use your imagination for 1–3; 4. wire; 5. bear; 6. clown; 7. horse; 8. lion.

Story Strips: The correct order is 6, 3, 5, 1, 2, 7, 4, 8.

My Friend Rabbit

Song Activity: The missing words are 1. mouse; 2. tree; 3. worry; 4. fell; 5. friend. Story Strips: The correct order is 4, 1, 3, 6, 5, 8, 7, 2.

Officer Buckle and Gloria

Song Activity: The missing words are 1. dog/cat/goat; 2. TIPS; 3. Hog.

Story Strips: The correct order is 2, 4, 8, 6, 1, 7, 3, 5.

Owl Moon

Story Strips: The correct order is 5, 2, 4, 6, 1, 3, 8, 7.

Ox-Cart Man

Story Strips: The correct order is 3, 5, 1, 8, 7, 2, 6, 4.

The Polar Express

Story Strips: The correct order is 3, 4, 2, 6, 8, 7, 1, 5.

Rapunzel

Story Strips: The correct order is 4, 1, 7, 2, 6, 3, 8, 5.

A Sick Day for Amos McGee

Story Strips: The correct order is 4, 6, 1, 7, 3, 8, 2, 5.

Smoky Night

Story Strips: The correct order is 5, 1, 2, 8, 2, 4, 3, 7, 6.

Snowflake Bentley

Poetry Activity: The missing words are 1. Bentley; 2. snowflakes; 3. molecules; 4. branches; 5. designs; 6. crystals; 7. picture. Story Strips: The correct order is 7, 1, 3, 6, 8, 4, 2, 5.

The Snowy Day

Story Strips: The correct order is 2, 5, 4, 3, 7, 6, 1, 8.

So You Want to Be President?

Book Trivia: 1. George H. W. Bush; 2. John Adams; 3. William Howard Taft; 4. Theodore Roosevelt; 5. Benjamin Harrison; 6. Theodore Roosevelt; 7. John Quincy Adams; 8. Ulysses Grant; 9. Andrew Johnson.

Sylvester and the Magic Pebble

Poetry Activity: The missing words are 1. stamps; 2. dishes; 3. cars; 4. rocks.

Story Strips: The correct order is 6, 1, 3, 8, 2, 7, 5, 4.

This Is Not My Hat

Story Strips: The correct order is 4, 9, 2, 10, 6, 8, 5, 1, 3, 7.

Where the Wild Things Are

Song Activity: The rhyming words are boat, wild, Max, crown, supper.

Story Strips: The correct order is 7, 3, 1, 4, 2, 8, 6, 5.

White Snow, Bright Snow

Song Activity: The missing words are 1. snowflakes; 2. ground; 3. found; 4. day; 5. play; snow; sow.

Story Strips: The correct order is 4, 6, 1, 3, 5, 2, 7, 8. Writing activity: A sunny rabbit; A runny rabbit.

Why Mosquitoes Buzz in People's Ears

Story Strips: The correct order is 2, 8, 7, 5, 1, 4, 3, 6.

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