

**Lessons to Go: Non-fiction  
NON-FICTION BIBLIOGRAPHY**

**Reference Shelf Kid Magnets:**

Baby names books, cookbooks, home repair books, local phone book, school yearbooks, how-to-draw books, Oregon Place Names, Scholastic Rhyming Dictionary, "coffee table" photo books of football, specific decades, etc.

**Books on War:**

Patrol: An American Soldier in Vietnam by Walter Dean Myers  
Harper Childrens, 2002. \$16.95

The US Navy at War; The US Marines at War by Melissa Abramovitz;  
The US Army at War by Terri Sievert; Capstone High-Interest, 2002.

Warships by Mark Dartford; Military Hardware in Action Series;  
Lerner, 2003.

**Books on Religion:**

What I Believe: A Young Person's Guide to the Religions of the World,  
By Alan Brown. Millbrook, 1999. (out of print)

What I Believe: Kids Talk about Faith, by Debbie Holsclaw Birdseye and  
Tom Birdseye. Holiday, 1996. \$15.95

**Books on Art and Drawing:**

Tell Me a Picture by Quentin Blake, National Gallery, 2001. \$17.95

Mark Kistler's Draw Squad by Mark Kistler, Simon and Schuster, 1988.  
\$15.00

Drawing in 3-D with Mark Kistler by Mark Kistler, Simon and Schuster,  
1998. \$17.00

Mecha Mania

**Chickening Out:**

Philadelphia Chickens by Sandra Boynton. Workman, 2002. \$16.95

Who You Callin' Chicken by Thea Feldman, Harry Abrams, 2003. \$14.95

**Books on Veterinarians:**

Cows, Cats, and Kids: A Veterinarian's Family at Work by Jean Patrick Boyds Mills, 2003. \$17.95

A Visit to the Vet by Jean L.S. Patrick. DK, 2003. \$17.95

**Visiting Volcanoes:**

Volcano: The Eruption and Healing of Mt. St. Helens by Patricia Lauber; Bradbury, 1986. \$ 8.99 (out of print)

Eruption: The Story of Volcanoes by Anita Baneri. DK Readers, 2001. \$3.99

**Bones Old and New:**

Dem Bones by Bob Barner. Chronicle, 1996. \$15.95

Mummies, Bones, and Body Parts by Charlotte Wilcox. CarolRhoda, 2000. \$7.95

The Wildlife Detectives: How Forensic Scientists Fight Crimes Against Nature. By Donna Jackson, Scientists in the Field Series, Houghton-Mifflin, 2000. \$16.00

Blood and Guts by Linda Allison, Scholastic, 1977.

**Dinosaur Bones:**

Dragon Bones and Dinosaur Eggs: A Photobiography of Explorer Roy Chapman Andrews by Ann Bausum. National Geographic Society, 2000. \$17.95

The Dinosaurs of Waterhouse Hawkins by Barbara Kerley. Scholastic, 2001. \$17.95

## TIDBITS

### **Practicing Emphasis and Expression** Level: 4<sup>th</sup> or 5<sup>th</sup> grades

Using a book as a prop, act out and say “Would you please give me the book?”, putting a strong emphasis on a different word each time:

1. “**Would** you please give me the book?”
2. “Would **you** please give me the book?”
3. “Would you **please** give me the book?”

You will need to over-emphasize to give the idea.

Discuss after each emphasis: How does emphasis change the meaning?

### **Biography Read-at-Home** Level: 2<sup>nd</sup> grade (mid-year or later)

A biography is the story of a person’s life. Does a person have to be famous to have a biography written about them? What do you call a biography that’s written by the same person it’s about (autobiography)?

How are call numbers different in biographies? Explain, and make biog-at-home slips and books available. Those who fill in and return within a week earn paper parasol or other recognition.

### **More Extras:**

Prizes on the cheap: At grocery/restaurant supply: chopsticks, paper parasols, Brach’s “Dem Bones” (in season); craft stores: colored glass globs, etc.

From local rockhounds’ organizations: samples of rocks

Local groups and/or people with special interests may be willing to present

From you: high five, photo on board, student of the day, etc.

## VISIT A VOLCANO

### Featured Titles:

Volcano: the Eruption and Healing of Mt. St. Helens by Patricia Lauber Bradbury, 1986

Eruption! The Story of Volcanoes by Patricia Lauber. DK Readers, 2000

Books on Pompeii, Kilauea.

**Materials:** Individual containers of ash from Mt. St. Helens. Sturdy paper squares, fine markers or colored pencils, glue or glue sticks, envelopes (can get free from greeting card section of supermarket).

### Procedure / Book Talk:

This is a book that invites kids to tell the story. I picked it up one day when I had a second grade class coming in the door, and I had no lesson plan. Turns out I didn't need one – the kids did all the work.

Rather than read this book, hold up the cover. Kids who weren't born yet when Mt. St. Helens blew know the story. The whole book can be "read" by showing the photos, taking spontaneous responses, and asking open-ended questions. Setting a limit on number of responses per page helps keep within time limits.

Possible questions:

What have your parents told you about "when MSH\* blew"? How old were they? (1980)  
 How long would it take to drive to MSH?  
 How did they know that an eruption was going to happen?  
 When MSH erupted, huge clouds of ash and gas rose into the sky. What else can happen when a volcano erupts?

\*MSH = Mt. St. Helens

**Activity:** Kids work at tables, one square per kid. On each square, kids write name on left edge, "May 18, 1980" on the bottom, and "Mt. St. Helens" on the right edge. Draw a simple outline of a volcano in the middle, leaving room for ash at the top. Apply a small amount of glue where ash comes out of volcano. Teacher shakes a little ash onto each, and shakes leftover back into container.

**Spin-offs/Extra Credit:** Fill in and hand in "Home Interview" sheet, to be handed in same week for points or surprise. Look up MSH website. Read another book about volcanoes.

## VISIT A VETERINARIAN

### Featured Titles:

Cows, Cats, and Kids: A Veterinarian's Family at Work by Jean Patrick  
Boyd's Mill Press, 2003 \$17.95

Animal Hospital by Judith Walker-Hodge  
DK Readers, 1999 \$3.95

**Materials:** Kids have pencils/paper. Dog medicine collar, spring clip (squeeze chute), Bath-size towels.

### Procedure:

Raise your hand if...you have a cat at home...a dog...a bird...a little furry animal like a guinea pig or rat...a reptile...a horse...a cow.

There are good things and difficult things about having different kinds of animals. If you were an animal doctor – a veterinarian – there would be good and hard things about your job. We're going to think about vets who work with all kinds of animals, not just cats and dogs.

All of you have pencils and paper. I'm going to give you a minute, and when I say "go", I want you to list all the neat things and all the not-so-neat things about being a vet. Please talk and get ideas from each other and write down at least three on each paper. Go.

Stop. Call on a few kids for answers.

I want a new list. Imagine your Mom or Dad is a veterinarian. What would be good or fun about that? What might be the disadvantages? Pretend they're a vet who treats both pets and farm animals. Go.

Stop. Call on kids for answers.

**Book Talk:** The kids in *Cows, Cats, and Kids* have a father who's a vet. The whole family helps with the vet clinic. Let's see what they have to say about it. Read section. Name things that were on kids' lists, and have them discuss things that they hadn't thought about.

**Activity:** One thing that vets have to learn is how to keep an animal still, how to keep medicine and bandages on, and how to treat the oddball problems that animals come up with.

I need three volunteers. (Three kids come up) Kid 1 is a dog, kid 2 is a cow, and kid 3 is an iguana.

Animals like to lick their wounds. If you already know the answer, don't give it away. How would you keep a dog from tearing its bandage off? Thinking time, and take three guesses. Demonstrate dog med collar on Kid 1.

You can rope calves and hold them down, but cows are too big for this. How would you make a cow hold still? Thinking time and three guesses. Use clip on fingers to demonstrate squeeze chute. It holds them still with pressure, but doesn't hurt.

How do you make a cat hold still. Let's try the towel. Wrap Kid 3 in towel. Allow them to squirm out. That doesn't work – better do more research and find out!

Conclude activity by pointing out animal and vet-related books for checkout.

## HOW TO DRAW

### Featured Titles:

Mark Kistler's Draw Squad

Mecha Mania

Various Tintin comic stories

**Materials:** Either clipboards **or** tables, fine line markers, paper, enlargement of a lesson on transparency **or** one copy per kid, overhead projector if transparency used.

### Procedure / Book Talk:

Ask: Raise your hand if you know sign language? Know how to build a kitchen table? Can put a cast on a broken leg?

Most of you know a few words in sign, can pound a nail into wood, or put on a bandaid. But without lessons and lots of practice, you wouldn't expect to be able to do the more complicated things I mentioned.

Ask: Who would really love to draw, but has trouble making their drawings look real. (Probably the teacher can raise her hand, too.) Most of you can do basic drawings, but drawing is a skill like any other – you need lessons and practice to be able to draw what you want.

Lots of the drawing books you've used so far help you copy real-looking things step-by-step, but don't teach you how to draw things realistically on your own. While some kids draw well more easily than others, drawing requires that you learn read the lessons, learn vocabulary and practice skills.

By working through the lessons in this book, you can improve your ability to draw things so they look much more like they do in real life. We have a copy in the reference section so you can practice during inside recess. You can check out this copy, and if you like it, you may want to put it on your "wish list".

**Activity:** All of you have a fine-line marker and paper. You have a marker instead of a pencil so that you will spend your time drawing, not erasing lines trying to make them perfect. A marker also helps you see your mistakes.

I am going to put one drawing lesson from this book on the overhead. I'll do the lesson on the board, and then all of you will try it. Credit for this class will be based on effort.

**Spin-offs/Extra Credit:** Give students who check book out an old peachee in which to record what lessons they do along with the resultant drawings. Parent signs that they worked on drawing lessons each day. Hand in for reward of good drawing paper, a marker set, or related item that school can afford.

Students can also volunteer to demonstrate a drawing skill to the class or a friend during a subsequent library time.

**“CHICKENING” OUT**  
(Part 1)

**Featured Titles:**

Part 1: Who You Callin' Chicken?

**Materials:** paper with outline of basic chicken shape

**Procedure / Book Talk:**

This book is a hilarious intro to “real vs. made-up”. The kids howl with laughter looking at chickens that they thought could not possibly exist. You’ll have fun, too!

Ask: Who knows what a chicken looks like? Are you **sure** you know what a chicken looks like? Raise your hand if you think there could be a real chicken that lays blue eggs. (Araucauna) Raise your hand if you think there could be a real chicken that looks like Big Bird. (Polish Frizzle) Who thinks a real chicken could have antlers? (Sicilian Buttercup)

Let’s read “Who You Callin’ Chicken”, and find out whether you know real from made-up. Proceed to read book – larger text on each page gives main ideas, and smaller gives details. Reading through the larger text works well for a half-hour story/checkout time.

**Activity:** Depending on age, kids may either draw their own chickens, or add features to a ready-made outline of a chicken.

**Spin-offs/Extra Credit:** You may know someone who has Araucauna chickens, in which case you could bring in blue eggs.

**“CHICKENING” OUT**  
(Part 2)

**Featured Titles:**

Part 2: Philadelphia Chickens

**Materials:** CD player and your dancin’ shoes

**Procedure / Book Talk:**

Note: This CD/book features twenty songs, each done in a particular Broadway musical style. Sandra Boynton, known first for her quirky greeting cards, is the author/artist. Be sure to pass it on to your music teacher.

Pick one of your favorites. You can show the illustration while listening to the music. Music is in the second half of the book.

**Activity:**

Note: There’s a diagram for the “Chicken Jive”, but I couldn’t make heads nor tails of it. Any dance move you know will work.

Demonstrate “Chicken Swing” with one student. Give as many turns as possible, or have kids partner off if you’re brave and have the right group.

**Spin-offs/Extra Credit:** Give special recognition to kids who bring a note from home verifying that they taught and did the “Chicken Swing” with a parent.

## BONES OLD AND NEW

### Featured Titles:

#### 1) The Wildlife Detectives: How Forensics...

Ashland, Oregon is the only wildlife forensics lab in the country. This book features a narrative that follows the slaying of an elk with trophy-sized antlers, the investigation, and the solution to the mystery. This would be a great opportunity to give students clues, and then have them use sequencing, process of elimination, and “who, what, where...” to solve the mystery. P.S. The butler did *not* do it.

#### 2) Dem Bones

What a fun mix of song and science! Sing a verse, read the “boney” info bits, and then hand out “Dem Bones” candy.

#### 3) Mummies, Bones, and Body Parts

Wonder how mummies are made? How people take care of their dead, and why? What various methods of preserving bodies are? Why scientists study the dead? It’s all here, with very graphic photos. Solid and fascinating science if a student were to read as well as marvel and/or gross-out at the pictures. Definite middle school and upper elementary but not for primary, with a “judge for yourself” if primary students also use the library.

*Note: The following non-fiction was presented at Fall OEMA 2003*

## The Inside-Outside Book of Libraries by Roxie Munro

**Level/Time:** Grade 4 up / Preferably two half-hour periods (allows for checkout times)

**Props:** Weed whacker, handcuffs, life jacket, talking book\*, twin-vision book\*, Braille menus

**Activity:** Pick three students to come to front of room. Hand out weed whacker, handcuffs, and life jacket.

"Look at what these people are holding. Why does this make me think about libraries?" Give short time for kids to brainstorm at tables. Clue: All would go to their library with what they're holding.

The lifejacket? Armed forces and cruise boats have libraries. Handcuffs? Prisoners use the prison library.

The weed whacker? Some libraries even loan out tools!

Intro the Inside-Outside Book of Libraries. Read a section of the book, and discuss. What kinds of libraries are there? What special needs do libraries serve? Hand out Braille bookmarks and menus. Compare biggest/smallest/virtual libraries. Brainstorm lists related to above categories. What kind of specialized libraries would the kids like to visit? Paintball, drums, etc. are examples.

### **Drawing/writing activities:**

**Kinds of libraries:** Fold drawing paper into eight rectangles. In each section, *name a kind of library*. Draw what people might use the library, what things might be in the library, etc. Kids may work on these during as a spare time activity while librarian is helping others.

**My home library:** Paper into eight rectangles. Copy following headings: Everybody, Fiction, Non-fiction, Library info (ex. map, hours, who is welcome), DVD/Video, CD/Cassette, Magazine, Newspaper. In each section, kids list and draw what they have in that category in their own home and/or what they'd like to have at home. The latter takes into account that some kids will not have magazine subscription, etc.

*Note: The following non-fiction was presented at Fall OEMA 2003*

## **Sugaring Time** by Katherine Laskey; photographs by Christopher G. Knight

**Grade level/time frame:** Grade 3 up / Varies depending on activity

**Options for presenting:**

Read aloud – paraphrase story – project illustrations to show detail

**Activities:**

**Twenty questions to guess a food, aka Classification and Research Skills:**

Brainstorm different ways a person could tell what kind of food they were having:  
*texture - cooked – raw – salty – sweet – hot – cold – meat – plant – mixed – raw.*

For younger: Design twenty clues that will narrow down choices. On board, keep track of what is true/sometimes true/not true about the food (Venn diagram would work here).

For older: Must ask yes/no questions. Person who answers must repeat question for group. Failure to repeat question or “yes” answer earns a guess, but a wrong guess carries a penalty of your choice.

Teacher helps kids identify questions that narrow down and those that don’t.  
On board, kids keep track of what food could, could not be.

Note: If kids grew up on west coast, maple syrup is very hard to guess! On the other Hand, kids from New England don’t have a clue about geoducks...

**How many buckets?** Maple sap is like water, and only faintly sweet. How many gallons of sap does it take to make one gallon of syrup? The brave and foolish teacher will save up 40 milk jugs plus 1; hide the forty under the table and pull them out one by one until you have a visual of the ratio. Great for estimating and talking about boiling and evaporation. What else do we “boil down”?

**Work up a sweat.** Bring a round of wood, bit and brace, other props below.  
How long does it take to tap a tree? A vise could hold wood, what holds the tree steady?

**Taste Test:** After the story, kids each get a taste of real maple syrup.

**Props:**

*Twenty questions:* food - can bring various examples to start brainstorming

*How many:* 41 empty milk jugs or 41 miniature buckets from craft store

*Work sweat:* wood long enough to hold steady, bit and brace, PVC “tap”, hammer

*Taste test:* 1 portion cup per kid, maple syrup (must be refrigerated once opened), small yogurt cup(optional) to ease pouring. Costco has jug for about ten dollars and there’ll be plenty to take home for your waffles, too.

## Lessons to Go: Picture Books

# Galimoto

by Karen Lynn Williams

**Grade level/Time frame:** K-3 / varies with activity; can be done in half hour

**Options for presenting story:**

read aloud – show story portion of “Galimoto” Reading Rainbow – tell story

**Tell story:**

The boy lived in Africa...had no money. “When he wanted a toy, could he go to Toys-R-Us? Walmart? A small toy store in town?” (Kids respond; he has no money) “If he had money, could he go buy a toy?” (Kids respond; no Walmart, etc.)

Boy decides to make a galimoto. (Don’t tell what a galimoto is, but have one up on a nearby shelf.) Goes to various townspeople to ask for wire and colorful scraps of fabric. (Storyteller goes from child to child asking, “May I have this wire...” and child responds “yes...”)

Boy runs into crowd of older kids. (Prompt class response “You’re only seven – you’re too little to make a galimoto). Boy smiles and keeps going.

Class helps get wire ready. Pantomime polishing, straightening, bending. Hook index fingers together to show how wire joints are made. “Wrap” colored fabric around wire - Galimoto!

**Activity:**

Has anyone spotted the galimoto? What is a galimoto? (A toy made of wire)

Kids form circle. First kid takes turn pushing galimoto, stopping before second kid, takes their place, and so on until all have had turns (like duck duck goose, but on the inside of the circle). Kids who haven’t had turn give a signal such as thumbs up.

**Props:**

Galimotos

Coathanger “Chimes”: Suspend a wire hanger from a string. Hold top of string next to ear,

allowing hanger to strike different objects for awesome amplified sound effects (thanks Sharon Porter)

Tin Can Phone: Take two cans, medium thick string. Punch hole for string in bottom of each

can, and thread string through holes, knotting on the inside of cans. Make “phone calls” by

stretching string tight and talking/listening through cans.

**Conclusion:** The boy played with the galimoto for a few days, and then...in the distance...(make airplane sound, getting louder and louder). Ah! If a Galimoto can be a bicycle, it can also be a...(take suggestions: airplane, motorcycle...one kid even said, “a book!”)

## **The Mitten** by Jan Brett

**Grade level / Time frame:** Primary / half hour includes checkout time

**Props:** White mittens knit by a grandma or other likely person, furry mice from the pet section, and whatever other stuffed animals you can convince to join in.

**Activities:** Discuss “real vs. fiction” – what is a folktale – illustrator style: Jan Brett

## The Mouse and the Hawk

A Folktale

The Mouse was out gathering seeds and nuts for her breakfast. Her eyes were on the alert. Her nose quivered. Her ears listened carefully. She did not want to become someone else’s meal. Suddenly, she sensed a great darkness over her. Zzzshoup, she hid herself in the closest safe place, and the hawk had to elsewhere for her meal. Look! I can see where she hid – can you spot her feet and tail sticking out?

## The Big Green Pocketbook

by Candice

### Ransom

#### Tips/Prep:

A synonym for pocketbook is “purse”, which saves precious seconds for checkout!  
Before kids come in, put purse by chair, so it can be “discovered”.  
Make index card with sequence of items.

#### Intro:

Where do you go? What things do you do? What do you bring back that reminds you of the places you’ve been?

“Big green purse...wonder what’s inside? I’ll need someone to be the bus driver (hand bus driver the bus ticket), bank teller (lollypops), etc. Will you know when it’s your turn? Let’s begin...

#### Read story:

As girl does errands with mom, kids come forward and put appropriate item into purse.

When girl does drawings (towards end of story), stop and take guesses who the second drawing

is for (kids guess Dad or bus driver).

#### Discussion:

Introduce word “souvenir”, French for “to remember”. When you go on a trip, you might bring something back to remind you of your visit. Do you buy souvenirs in stores? What souvenirs don’t cost anything?

Some souvenirs don’t bring smiles: rock collections that you end up having to carry... stitches in your knee from a fall on a hike...a crab shell that wasn’t quite dried out yet.

Are there things that remind you of people as well? A pair of shoes from when you were a baby, something your grandma left you, even smells can be “souvenirs”.

## The Man Who Walked Between Towers

Props: 10' PVC pipe, 8' 2x4.

Read the book. Imagine tightrope walking. Try it out!

## Bartholemew and the Oobleck by Dr. Seuss

**Oobleck:** box cornstarch / cups water slightly tinted green / flat trays for mixing / pancake turner for cleanup

Definitely try out in advance. Get volunteer(s) depending on the class chemistry and ability. One tray per two to four kids is about right. Dump about  $\frac{1}{4}$  cup cornstarch on each tray. Demonstrate adding small amounts of water until oobleck is solid when handled, and fluid when left alone. When done, it's easy to scrape into trash; rinse off trays and hands. Cleanup of spills easier once cornstarch is dry.

## Pete's A Pizza by William Steig (currently available only in boardbook, sigh)

**Level/Time:** DLC, K - 2 / Half-hour period includes short checkout (parent volunteer or reading buddy helpful)

**Pizza ingredients:** Dough – Pete; oil – water; flour – talcum powder; tomatoes – checkers; cheese – pieces of paper

**Activity:**

What do you do when Pete's in a bad mood? Turn him into a pizza, of course. Choose one kid each

for pizza, dad, and mom.

Teacher discretion advised on combination of kids for this activity! Discuss/show pantomime; we don't really tickle, knead, etc. Demonstrate "stage" boundaries, so action stays within limits.

As reader tells story, kids pantomime each step. Actors are in charge of clean-up.