

# New Books for Grades 3-5

## and How to Use Them in Your Program

presented by *Dr. Peggy A. Sharp*

### Language Arts

- t \*% CHARLIE JOE JACKSON'S GUIDE TO NOT READING** - Tommy Greenwald. Illus. by J.P. Covert. Roaring Brook, 2011 224p. (9781596436916) \$14.99  
Charlie Joe has many complicated tactics to avoid reading in this book filled with parodies and surprises.
- t % THE CHRONICLES OF HARRIS BURDICK** - ed. by Chris Van Allsburg. Houghton, 2011 228p. (9780547548104) \$24.99  
14 authors tell the tales behind the mysterious pictures in the original book.
- ♥ DETECTIVE BLUE** - Steve Metzger. Orchard, 2011 28p. (978545172868) \$16.99  
Detective Blue (formerly Little Boy) interviews fairy tale and nursery rhyme characters to find Miss Muffet.
- ♥ E-MERGENCY** - Tom Lichtenheld. Illus. by Ezra Fields-Meyer. Chronicle, 2011 (9780811878982)  
The letter E is injured. Which letters can replace her, and how will words be spelled?
- \*+ GOLDIE AND THE THREE HARES** - Margie Palatini. HarperCollins, 2011 (9780061253140)  
Goldilocks fell down a rabbit hole after leaving the bears/ house where she encounters familiar characters.
- @ LEMONADE AND OTHER POEMS SQUEEZED FROM A SINGLE WORD** - Bob Raczka. Illus. by Nancy Doniger. Roaring Brook, 2011 48p. (9781596435414) \$16.99  
Each poem begins with a single word title whose rearranged letters make up the words in the lines.
- ♥ A LITTLE BOOK OF ALLITERATIONS** - Felix Arthur and Jenny Capon. Inside Pocket, 2011 62p. (9780956231550) 17.99  
Alliterations for each letter of the alphabet, as well as for common beginning sounds.
- t ♥ THE LITTLE RED PEN** - Janet Stevens and Susan Stevens Crummel. Harcourt, 2011 48p. (9780152064327) \$16.99  
A little red pen tries to grade the papers by herself, but it is just too much work.
- ♥ NURSERY RHYME COMICS** - First Second, 2011 120p. (9781596436008) \$18.99  
50 cartoonists have retold 50 of the timeless rhymes. "Not your mother's Mother Goose".
- @ PEARL VERSES THE WORLD** - Sally Murphy. Illus. by Heather Potter. Candlewick, 2011 73p. (9780763648213) \$14.99  
It has always been Pearl, her mother and Granny. But now Granny is fading . . .
- t • PRESS HERE** - Hervé Tullet. Chronicle/Handprint, 2011 (9780811879545) \$14.99  
Press, push, rub, blow to move the dots in this interactive book that uses the imagination.
- \*♥ SPINSTER GOOSE** - Lisa Wheeler. Illus. by Sophie Blackall. Atheneum, 2011 48p. (9781416925415) \$16.99  
Spinster Goose reimagines familiar characters as her naughty pupils in these twisted versions of the rhymes.

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# Novel Studies

- % **THE CHESHIRE CHEESE CAT** - Carmen Agra Deedy & Randall Wright. Illus. by Barry Moser. Peachtree, 2011 228p. (9781561455959) \$16.95  
Skilley, a cat, and his literate mouse friend are at home in a London pub frequented by Charles Dickens.
- t% **THE EMERALD ATLAS** - John Stephens. Knopf, 2011 432p. (9780375968709) \$20.99  
Time travel sends three kids back to when the town was held captive by an evil witch.
- t% **NO PASSENGERS BEYOND THIS POINT** - Gennifer Choldenko. Dial, 2011 244p. (9780803735347) \$14.49  
3 children get off the plane in a strange place with perfect houses and clocks ticking down the time.
- % **SECRETS AT SEA** - Richard Peck. Illus. by Kelly Murphy. Dial, 2011 272p. (9780803734555) \$16.99  
The mice secretly accompany the family upstairs on a cruise filled with adventure and whimsy.
- % **SPARROW ROAD** - Sheila O'Connor. Putnam, 2011 247p. (9780399254581) \$16.99  
Raine spends the summer at an artists' colony and learns a secret about her past.
- \* **@YOUNG FREDLE** - Cynthia Voigt. Illus. by Louise Yates. Knopf, 2011 224p. (9780375964572)  
When Fredle, an indoor mouse, is released outdoors he is frightened by unexpected sensations and situations.

# Social Studies

- + **BIG WIG** - Kathleen Krull. Levine/Scholastic, 2011 48p. (97804396764038) \$18.99  
A history of hair featuring the funniest highlights.
- t% **DEAD END IN NORVELT** - Jack Gantos. Farrar, 2011 341p. (9780374379933) \$15.99  
Jack is grounded, except when he helps an elderly neighbor, but she leads him on highly unusual adventures
- t% **HOW THEY CROAKED** - Georgia Bragg. Walker, 2011 144p. (9780802798176) \$17.99  
A description of the fatal maladies that ended the lives of 19 historical figures.
- t♥ **I WANT MY HAT BACK** - Jon Klassen. Candlewick, 2011 32p. (9780763655983) \$15.99.  
Bear has lost his hat, and the animals (most of them) have not seen it.
- t% **INSIDE OUT & BACK AGAIN** - Thanhha Lai. HarperCollins, 2011 260p. (9780061962783)  
Poetic verses tells of a family's flight from Saigon and its first few months in the United States.
- % **NEVER FORGOTTEN** - Patricia McKissack. Random, 2011 48p. (9780375843846) \$18.99  
What the Africans who were left behind thought about those who were taken to be slaves, never heard from again.
- \*@ **PIE** - Sarah Weeks. Scholastic, 2011 192p. (9780545270113) \$16.99  
Alice's beloved Aunt Polly taught Alice about pie, giving, and happiness in life.
- \*+ **QUEEN OF THE FALLS** - Chris Van Allsburg. Houghton, 2011 40p. (9780547315812) \$18.99  
In 1901 a 62-year-old widow was determined to earn money by going over Niagara Falls in a barrel.
- @ **SYLVIA & AKI** - Winifred Conkling. Tricycle, 2011 160p. (978p1582464381) \$19.99  
Sylvia , who must go to the Mexican school and Aki , moved to a Japanese internment camp tell their stories
- @ **THE UNFORGOTTEN COAT** - Frank Cottrell Boyce. Candlewick, 2011 96p. (9780763657291)  
Julie tries to guide two Mongolian brothers through the sixth grade in Britain.

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# Science

- ♥ **11 EXPERIMENTS THAT FAILED** - Jenny Offill. Schwartz & Wade, 2011 32p. (9780375847622)  
Step-by-step instructions for 11 inquiries designed to test hypotheses about things that kids wonder>
- \*♥ **THE GREEN MOTHER GOOSE** - Jan Peck and David Davis. Illus. by Carin Berger.  
Sterling, 2011 31p. (9781402765254) \$14.95  
Traditional Mother Goose rhymes are reworked to reflect eco-friendly issues and concerns.
- ♥ **ME . . . JANE** - Patrick McDonnell. Little, Brown 2011 40p. (9780316045469) \$15.99  
Young Jane Goodall observes nature, reads Tarzan books, and dreams of helping animals in Africa.
- t♥ **SWIRL BY SWIRL** - Joyce Sidman. Houghton, 2011 40p. (9780547315836) \$16.99  
An exploration of spirals in nature.
- ♥ **THE WATCHER** - Jeanette Winter. Schwartz & Wade, 2011 44p. (9780375867743) \$17.99  
Jane Goodall's life with the chimps.
- ♥ **WON TON: A CAT TAIL TOLD IN HAIKU** - Lee Wardlaw. Illus. by Eugene Yelchin.  
Holt, 2011 40p. (9780805089950) \$16.99  
Each 17 syllable poem tells about the cat who moved from the shelter into the heart of her new owner.
- @ **YOU JUST CAN'T HELP IT!** - Jeff Szpirglas. Owl, 2011 (981926818078)  
"Your Guide to the Wild and Wacky World of Human Behavior."

# Math

- ♥ **JUST A SECOND** - Steve Jenkins. Houghton 2011 (9780618708963)  
A lot can happen in a second - here are just a few things and even more than happens in a minute, day, month.
- t♥ **THIS PLUS THAT: LIFE'S LITTLE EQUATIONS** - Amy Krouse Rosenthal. Illus. by Jen Corace. Harper, 2011 40p. (9780061726552) \$14.99  
The symbols of math are used to state conceptual rather than numeric relationships.

# The Arts

- % **DRAWING FROM MEMORY** - Allen Say. Scholastic, 2011 63p. (9780545176866) \$17.99  
In his own words and drawings, Allen Say tells of his path to becoming the renowned artist he is today.
- t\*#@ **WONDERSTRUCK** - Brian Selznick. Scholastic, 2011 637p. (9780545027892) \$29.99  
Two children, living 50 years apart, resolve their personal dilemmas in the American Museum of Natural History.



# **% Charlie Joe Jackson's Guide to Not Reading**

by Tommy Greenwald

Illus. by J.P. Coovert

Roaring Brook

2011

**Summary:** Charlie Joe uses many complicated tactics to avoid reading in this book filled with parodies and surprises.

## **Strategies to use:**

Before beginning this book, readers can identify reasons that people might not want to read. For each reason, challenge them to identify a reason **for** reading that negates the reason for not reading. What can readers do to encourage others to read?

Charlie "reads" books according to a very specific strategy. He reads the following selections in the listed order:

The back cover

Front inside book jacket flap

First chapter

Last chapter

Readers can use Charlie's strategy with this book, and write what they think the book is about - what the main problem is and how it's resolved. Then, after reading the complete book they can compare their "Charlie projections" to what the book was really about. Discuss how effective Charlie's strategy was for "reading" this book.

Readers can read another book using Charlie's strategy. They select a book that they haven't read, but someone else in the group has. They can share what they think the book is about with the person who has read the book to determine how much they can really learn about a book using Charlie's technique.

Charlie Joe suggests that everyone reads many things, just not necessarily books. Readers can keep a reading log, noting all the things they read during a day. Compare lists to help everyone realize how much reading happens in their lives.

"If you want us to be able to concentrate, don't take away our distractions," says Charlie. Readers can record what they do while reading a book or doing their homework. Of course, keeping a record of what they are doing is one distraction, but encourage them to identify what else they do while they are reading - check the cell phone, eat a snack, text, watch television, etc. Discuss how the distractions enhance and/or detract from learning.

Readers can identify what people have done to encourage them to read. Discuss how each of the activities on the list were motivating to readers. Also, make a list of things that discouraged the kids from reading. Identify what they can do to counter the activity that was not motivating. Summarize by identifying the characteristics of the activities that motivate reading.

Charlie has identified some oxymorons related to books and reading. An oxymoron is a combination of contradictory or incongruous words. Charlie says that good book is an oxymoron because to him, a book could never be good, so the two words are contradictory. *Other examples of reading-related oxymorons according to Charlie's perspective might include happy reader, important author, nice library, favorite bookstore.* Readers can make up some other oxymorons that Charlie might think are appropriate.

Readers can then write a reading-related oxymoron from their perspective. *For example, if they are compulsive readers hate reading would be an oxymoron.*

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# ***Not Your Parents' Fairy Tales***

Fairy tales continue to be “rewritten” for a new generation. Your readers can put their own updated spin on these old stories using the following strategies.

## ***New Titles for an Old Story or Rhyme***

Readers can use contemporary language and thinking to update titles of traditional stories. Encourage them to use language trends and contemporary issues/concerns/situations in their new titles. Some examples include:

***Cinderella***

***The Emperor's New Clothes***

***The Frog Prince***

***Gingerbread Boy***

***Hansel and Gretel***

***“Jack Sprat”***

***Sleeping Beauty***

The Big Makeover

How Many Shoes Does One Woman Need?

I Just Don't Have a Thing to Wear

Amphibian Needs Match.com

Gluten Free Runaway Satisfies Dietary Needs

Children's Services Investigates Foster Home

The Biggest Loser and the Anorexic

Narcoleptic Maiden Rescued



## ***Mixing-Up Fairy Tales***

Many updated fairy tales actually combine the elements of more than one fairy tale into a whole new story. Your readers can write their own fairy tale combinations.

Readers write elements of one of their favorite fairy tales, putting each element on a different slip of paper. Some fairy tale elements to consider include characters (both good and evil), setting, problem. Readers then randomly select three of the fairy tale elements. They write a new fairy tale using the elements they selected.

## ***Technology Makes a Difference***

Readers can select a fairy tale. They identify new technologies that would now be a part of the characters' worlds. They then rewrite the story, indicating how the technology creates new problems and/or solves the old problems of the story. Some tech updates for fairy tales include:

***Cinderella*** - Cinderella's Smartphone will tell the prince her exact location

***Hansel and Gretel*** - a GPS would help the children find their way home

***Jack and the Beanstalk*** - the Golden harp's music is available as a free download on iTunes

***Little Red Riding Hood*** - a video intercom system would show grandma who is really at her door

***The Three Bears*** - a microwave would cook the porridge so that each bear could heat it to personal taste

***The Three Pigs*** - a burglar alarm would alert the police department to come to the home and arrest the intruder (also appropriate for ***The Three Bears***)

# ***Mother Goose Mayhem***

Not your parents' Mother Goose, these rhymes have a whole new attitude for a whole new generation.

## ♥ ***The Green Mother Goose***

by Jan Peck and David Davis  
illustrated by Carin Berger  
Sterling  
2011

## ♥ ***Spinster Goose***

by Lisa Wheeler  
illustrated by Sophie Blackall  
Atheneum  
2011

### **Summaries:**

Mother Goose rhymes have been recycled to illustrate how the characters are helping the environment in ways that readers can copy.

Those characters who are too naughty are the responsibility of Mother Goose's sister who is not tolerant of bad behavior.

### **Strategies to use:**

Share the original Mother Goose rhymes with the students. They select one of the characters that they especially like, and write what that character could do to help save the earth, and how that character could get in lots of trouble. Then, share these books to determine whether the characters "changed" as the readers predicted.

As readers read and hear the poems, they can compare them with the original Mother Goose rhymes. Discuss how the patterns of the poems have been retained, but the words have been changed. They can count the syllables in each line of the original rhymes.

Challenge readers to rewrite one of the Mother Goose rhymes showing what the characters are like when they are older. For example:

Jack and Jack walk up the hill,  
And rest while at the top.  
They sit and rest, catch their breath  
And enjoy their scheduled stop.

Readers can list some of the things they can do to help with the environment. They can then identify a character from Mother Goose who could implement the environmentally conscious behavior. For example:

*Mary Contrary grows a garden - she can grow organic*

*Three Little Pigs build houses - they can use sustainable materials like bamboo*

Remind readers to make a logical connection between the Mother Goose character and what is done to improve the environment. Compare what readers identified that Mother Goose characters could do with what the authors of **The Green Mother Goose** had the characters do.

Identify an environmental concern - air pollution, climatic change, limited resources, endangered and vanishing species, etc. Readers then identify what a Mother Goose character could do to address the concern selected by the group. Remind readers that there should be some connection between what the character did in the rhyme, and how they help with the environmental issue. Readers can make a picture - using recycled materials, of course - that shows how the Mother Goose character is helping to save the earth.

Mother Goose sent the children to her sister, Spinster Goose, because of their problematic behavior. Readers can identify the problematic behavior of a character from an original Mother Goose rhyme - Jack Sprat will eat no fat, for example. They then describe what they would do to improve the character's behavior. Readers can compare their discipline and solution with what Spinster Goose does. Which solution do readers think would work the best to improve the character's behavior?

Which character was the worst behaved?

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# @ PIE

by Sarah Weeks  
Scholastic  
2011

**Summary:** Alice's beloved Aunt Polly taught Alice about pie, giving, and happiness in life.

**Strategies to use:**

The book jacket identifies the not-so-secret recipe for happiness: Friendship. Family. And the pleasure of doing something for the right reason. Readers can find the ingredients of this recipe as they read this book.

Readers can write their own recipes for happiness and share them with others. As a group they decide on the necessary ingredients to the happiness recipe.

*The first line in the book is Thank you very much.* Readers can write a story that begins with those words. Compare how the stories are similar and different. Did all readers interpret the first line in the same way, or did some interpret the line sarcastically?

*Thank you very much* were the final words that Alice's Aunt Polly said to her. These four words mean so much. Readers can write a "thank you very much" note to someone who is special in their life, identifying what the person has done for the writer to make his/her life so happy.

Aunt Polly won the Blueberry Award 13 years in a row for her pies. Read the description of the Blueberry Award on page 28, and compare that to the description of the Newbery Award given each year to honor the most distinguished contribution to literature for children. Readers can suggest why the author may have used the prestigious award in children's literature for the comparison / parody of the best pie of the year award. Readers can discuss whether they think the author was making a "statement" about the value/importance, significance of awards.

Discuss the connection between the expression, "Easy as pie", and this story.

Alice recites four-line poems throughout this book using the ABAB pattern. Readers can write a four line rhyme to express their reaction to this book. *An example is:*

*A very kind woman,  
Pies that are great,  
A much loved niece  
In a book that's first-rate.*

Henry David Thoreau once said, "Things do not change; we do." Readers can discuss what that statement means and whether they agree with its premise. How does this statement apply to this book. Readers can identify specific situations when characters change in the book.

They can then identify a situation in their own lives when they changed, and because of that change the situation improved.

"The most important ingredient in a pie is the love that goes into making it" is a statement that Aunt Polly would make. On a construction paper pie, readers can identify one thing they loved about this book.

Similarly, readers can write a good book recipe. Some ingredients might be likable character, interesting language plot twists, etc. They then cut out pictures of ingredients that would go into a pie - flour, sugar, fruit, etc. They write the ingredients for a good book on the cut-out pictures of the pie ingredients. Put the ingredients for a good book on display around a large image of a pie.



# + *Queen of the Falls*

by Chris Van Allsburg  
Houghton  
2011

**Summary:** In 1901 a 62-year-old widow was determined to earn fame and money by going over Niagara Falls in a barrel.

## **Strategies to use:**

Readers can research Niagara Falls to learn more about how it looks and its specific characteristics. Look at photos of the falls (Google Image has many), and read about its characteristics - [www.niagarafallslive.com](http://www.niagarafallslive.com). Discuss how the falls in the book seem different than what is being described today.

Daredevils are always trying to defy the odds and do something that seems impossible to do. In fact, several people have tried to go over Niagara Falls. You can learn more about these risk takers at [http://www.niagarafallslive.com/daredevils\\_of\\_niagara\\_falls.htm](http://www.niagarafallslive.com/daredevils_of_niagara_falls.htm)

Readers can identify daredevils who have tried to do other seemingly impossible things. The Top Ten Daredevils are identified as: Evel Kneivel, Harry Houdini, Philippe Petit, Alain Robert, Charles Blondin, Robbie Kneivel, Annie Edson Taylor, Eddie Kidd, Larry Walters, and Jeb Corliss. Readers can learn more about these people and identify what they have in common. Discuss their motivations for doing what they do.

Readers can then identify someone else they would call a daredevil. They can indicate what the person has done, and why they would identify the person as a daredevil. Make a list of the characteristics of a daredevil.

Annie wanted to find fame and fortune by doing something no one else had ever done before. Readers can identify people who have become famous by doing something (or inventing) something that no one had ever done before. Did these people become rich as a result of what they did? Did their fame last?

Annie knew that if an egg were put in a can and thrown off a roof, a sturdy can would survive but the egg would not. Readers can experiment with packages that would support an egg when it is dropped. Challenge teams for readers to build a container that will make it so the egg will not break in the fall. If any group succeeds, they receive an Annie Award that looks like Annie's sturdy oak barrel.

This is a true story, but the author still needed to imagine certain aspects of Annie's ride over the falls. Readers can identify which parts had to be imagined and whether the author imagined the situation as the readers did. *For example, how did Chris Van Allsburg know how Annie looked inside the barrel?*

Annie did what she said she would do, but she did not receive the fame and fortune she thought she deserved. There are many people who think that they will become famous if they do something, only to find that their fame is short-lived, or never happened at all. Readers can identify someone who should have been better known that they were/are, and indicate why that person should be famous. Remind them that they may know someone who has done something special, but who has not been recognized for what they did.

Annie was 62 years old when she went over the falls in a barrel. Readers can describe what a well-known person was doing at age 62. They can interview a 62 year old to learn what they do, how fit they are, etc., and decide whether it would be reasonable for a 62 year old to do what Annie did. Is it reasonable for anyone to do what Annie did?

# @ Wonderstruck

by Brian Selznick  
Scholastic  
2011

**Summary:** Two children, living 50 years apart, resolve their personal dilemmas in the American Museum of Natural History.

## **Strategies to use:**

Throughout this book, the author uses the cinematic technique of close-ups in his art. He moves the viewer into the scene by drawing sequential images of the same scene, each one moving in closer to the center of the image than the one before.

Readers can draw four pictures of the same object, with each picture providing a closer view of the object than the one before. They do not need to draw the pictures in order, but when they are finished they put the pictures in order from the farthest view to the closest. For example, they can draw a book on a shelf, the book with four books around it, the cover of the book, and a detail on the cover. Encourage readers to draw their pictures in black and white to replicate the look of the illustrations in this book. Discuss which view of the object was the easiest to draw, and which was the most difficult. Discuss why some drawings were easier than others.

The author indicates that some of his inspiration came when researching the movie industry, and realizing what a blow to the hearing impaired it was when the movies incorporated sound. Share a story video with readers that has sound, but the sound is muted. They can discuss and/or write their interpretations of the video. Then replay the video with the sound. Readers can discuss how sound changed their interpretation of the story. How important is the sound in a movie?

Ben's mother thought that Ben was like a turtle because he was so shy; he needed to stick his neck out more. Readers can identify an animal that could represent the other characters in this book, and describe how and why the animal and the character are alike. Challenge them to identify an animal that is most appropriate for them, and explain why the comparison is appropriate.

Share an excerpt from a silent movie with readers. Talk about how the filmmaker compensated for the lack of sound when telling the story. Compare how much of the message was presented visually rather than through sound, and whether that impacted the complexity of the story line.

The author says that this book is two separate stories, one in words, which takes place in 1977, and the other in pictures, which takes place in 1927. Readers can summarize the separate stories, using words to summarize the story originally told in pictures, and using pictures to summarize the story told by Selznick in words. Discuss how difficult/easy it was to change the format for telling the story.

After completing the story, readers can tell what the title means. The word, "wonderstruck", is not in the dictionary. Using their knowledge of the two words that were put together to make this new word, they can describe how the coined word is appropriate for this story.

There is a picture of a woman's face on the back cover of this book. Readers can share their interpretation of the woman's story before they read this book. After reading the book, they can decide how effectively the visual image told about the character.

Readers can discuss whether they had an easier time understanding the visual story or the written story. Discuss the advantages and disadvantages of each type of storytelling, and what kinds of stories seem to work best visually, and which seem to work better if they are written.

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# @ Young Fredle

by Cynthia Voigt  
illustrated by Louise Yates  
Knopf  
2011

**Summary:** Young Fredle, a kitchen mouse, discovers an unexpected and scary world when he is thrown outside.

## Strategies to use:

Throughout the book, items that are familiar to people are described as they are seen and perceived by a mouse. Read some of these descriptions, and ask readers to identify the item. From page 16:

*"When Fredle pushed the last bits of paper out of the way with his nose, he breathed in, breathed deep, before he opened his mouth to take a bite. The smell was so strong now, and so alluring . . . He wanted that taste in his mouth, right now. His teeth crunched through a thin, dark crust to the center, which was what he'd been smelling. With that first bite, his whole mouth filled with sweetness, sugary but more than sugary, entirely smooth and not at all chewy. It had two layers of taste, each wonderful in its own way, and they blended together to make - he took a second bite, then a third - the best taste he had ever had in his mouth."*

After hearing the description readers can guess what they think is being described. Of course, serve York peppermint patties and discuss how accurate the mouse's description was.

Readers then taste another of the food items that Fredle ate - carrots, onions, etc. They then write a description of the food from their point of view as well as how Young Fredle might have described it. Encourage readers to describe other things from a mouse's point of view, and others can identify what is being described.

At one point in the story, Fredle sats that he was thirsty, hungry, and alone - the three worst things for a mouse to be. Readers can discuss why these would be so very difficult for a mouse to be. Readers can decide which of the three would be the worst for a mouse, and make a case as to why.

Readers can then identify the three worst things for a kid to be and explain why those things would be so awful.

Young Fredle changed because of his experiences. Readers can list adjectives to describe Young Fredle after they finish chapter 2. Without looking at their initial adjectives, they write 10 adjectives to describe Fredle after they have completed the book. They can compare the adjectives, and talk about how Fredle had changed as a result of his experiences.

Fredle lived in several different places throughout this story. As readers learn about Fredle's temporary homes, they can list the benefits of each as well as the dangers. When Young Fredle finally returns to the kitchen, readers can identify which of Fredle's home would be the best place for him to be and why.

Why is the mouse named Fredle? Readers can suggest what it means and why it is appropriate. Encourage them to think of other words that could have inspired the name such as free or freedom, needle, Fred. Readers can write an adjective for the mouse that begins with each of the letters in his name.

The book jacket states that the book tells of the true meaning of home. Readers can discuss how/why this statement reflects this story.