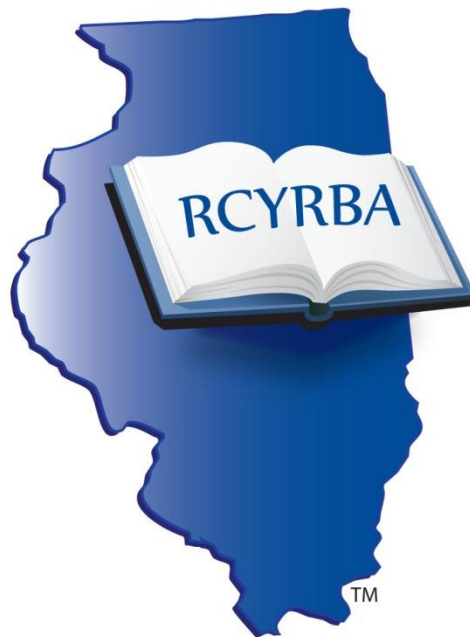


LET'S TALK ABOUT BOOKS

Rebecca Caudill Young Readers' Book Award List 2013

Suggestions for Use



Edited by Ellen Popit

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Contributors to 2013 Caudill Activities Packet

Rose Marie Anichini/Northside Catholic Academy

Mary Bergman/Highland Middle School

Donna Blackall/Educational Writing Consultant

Margie Deffenbaugh/Midland Middle School (Sparland)

Mary Ann Duderstadt/MacArthur Middle School (Prospect Heights)

Annette Farmer/Northbrook Junior High School

Ruth Gheysen/Fredrick School (Grayslake)

Michelle Glatt/Chiddix Junior High School (Normal)

Kathie Murphy/Plainfield High School (retired)

Ellen Popit/Illinois Heartland Library System

Connie Steudel/Carbondale Public Library (retired)

Lisa Talbert/Century Junior High (Orland Park)

Janet Thompson/Chicago Public Library

Michelle Whisenhunt/Southeast Elementary (Sycamore)

Introduction

The Rebecca Caudill Young Readers' Book Award (RCYRBA) is now celebrating its twenty-sixth year! Twenty titles are nominated each year, and any students in grades four through eight in participating Illinois schools and public libraries who have read or heard three books may vote for the most outstanding book in February. The winner is announced in March. Children are encouraged to read the books on this list and share their thoughts and reactions with others, thus making the reading experience more enjoyable.

This packet of materials is meant to be a guide for librarians and teachers to help children enjoy and interpret what they read. It is designed as a beginning step when looking in depth at the books on the Rebecca Caudill Young Readers' Book Award Master List for 2013. It is hoped that the packet will start creative thoughts flowing in librarians, teachers, and children, who are trying to read books enthusiastically and with joy. All the materials developed are meant to be used "with" children and not given to them in isolation.

The following suggestions for the twenty titles on the 2013 RCYRBA Master List were developed by a group of librarians and teachers. Information is provided in nine areas: a summary, questions for students, journal starters, and activities designed to extend the book into other curricular areas, reading recommendations, promotional booktalks, related materials, web sites, and book review citations.

Summary: The summary provides an overview of the book for anyone who has not read a particular title.

Questions: The questions included are primarily open-ended with neither a right nor a wrong answer. Since readers' reactions to stories are different, they should be encouraged to express different points of view. The questions encourage students to relate reading to their everyday lives and are designed to promote more questions and discussion as a result. Questions can be given to students when they begin to read the book so they can think about their responses as they read and focus on the ideas that the author is trying to convey.

Journal Starters: These questions are designed to engage students in the writing process and to encourage them to put themselves in situations presented in the books.

Activities: There are a wide variety of activities included to suit different age and interest levels. Some are designed for groups, others for individuals.

Reading Recommendation: The reading recommendation is included to help librarians and teachers decide whether or not a particular title will be of interest to a group of students or to a particular individual. The recommendation is only made with consideration for grades four through eight, which are the grades included in the award. Occasionally, a caution is listed when a sensitive topic is included that may cause concern in some communities.

Booktalks: Booktalks have been added for the convenience of librarians and teachers who would like a prepared piece to use for book promotion. They are short, sometimes including a passage from the book, since hearing the voice of the author is often important when students are deciding whether or not to read a specific title.

Read-Alikes: A listing of related books that will aid in extending literature activities. Titles were suggested by teachers and librarians who have had experience with them. This list is not exhaustive and materials have not been screened for literary merit. These related books are divided into three general categories: additional books by the same author, topics which are mentioned in the story and books which are similar. Because of their broad appeal throughout the curriculum, picture books are also included in this listing.

Web Sites: Sites were selected as a way to expand the activities and learning of the students. Some sites are for author information and others for organizations, locations or topics related to the book. The sites were checked on October 18, 2012 and were active at that time. If links to .pdf files take a long time to load, it is often easier to copy and paste them into your browser.

Book Review Citations: Book review citations have been included to aid teachers and librarians in case a challenge to any of the books on the list should occur.

This activities packet has been edited with care from materials developed by the contributors. The Rebecca Caudill Young Readers' Book Award Committee would appreciate comments and suggestions concerning the packet. Please direct communications to anyone on the committee or to the editors of the packet.

Developing this packet was a challenging, invigorating experience for the participants. Enjoy!

Angleberger, Tom. *The Strange Case of Origami Yoda*. Amulet Books, 2010.

SUMMARY:

In sixth grade, being weird doesn't always get you respect. Unless you happen to have an origami Yoda finger puppet that dispenses advice that usually works. Dwight is this sixth grader, and *The Strange Case of Origami Yoda* is his friend Tommy's attempt to find out the truth behind Yoda. Tommy interviews people that Yoda has "helped," Kellen makes artistic contributions to the file, and Harvey remains the voice of reason, insisting that Yoda is just a paperwad and Dwight is making everything up. Tommy needs to figure out if he can trust Yoda, though, because Yoda has given him important advice about a girl, and Tommy's social future depends on how he interprets Yoda's advice.

QUESTIONS:

What was your favorite piece of Yoda advice?

Do you think Yoda was real or not? Why?

Assuming that Dwight is Yoda, why do you think Dwight chooses to behave the way he does at school?

Why are people willing to listen to Yoda? Why do you think Harvey is so against Yoda?

Why doesn't all of Yoda's advice work?

Why do you think the students are so eager to ask Yoda? Why do you think people in general ask for advice?

Do you think that people can tell your fortune/predict the future? Do you think this would be a good or bad thing? Why?

Why do you think Yoda gives "unsatisfactory answers" to some students? Do you think those answers are unsatisfactory? Why?

This novel is written in alternating characters' voices. What do you think of this style of writing? How does this format add to the overall story? Whose voice did you like the best? Why?

What do you think about Mr. Howell and all of Dwight's in-school suspension slips? Why do you think Dwight ignores them? Why do you think Dwight tells Tommy to include them in his case files?

JOURNAL STARTER:

The best piece of advice that I ever received was.....

ACTIVITIES:

Make an origami Yoda, learn more about origami and make a few origami pieces

Write a list of survival tips/advice for students in your grade.

Research other fortune telling methods and create your own method.

Create origami Yoda responses for other situations in your school.

Learn the twist and other dances.
Create an additional file for Tommy to include in his report.

READING RECOMMENDATION: Grades 4-8

BOOKTALK:

If the school oddball suddenly started giving people advice through an origami Yoda finger puppet, would you listen? Probably not at first, but what if his advice started to work? Would you ask him about a person you “liked”? And if Yoda had offered his help, then what would you do? This is Tommy’s predicament, and he decides to make a case file in which he investigates Yoda and attempts to determine if he is real or not.

READ-ALIKES:

Angleberger, Tom. *Darth Paper Strikes Back*. Amulet Books, 2011.
Angleberger, Tom. *The Secret of the Fortune Wookiee*. Amulet Books, 2012.
Kinney, Jeff. *Diary of a Wimpy Kid*. Harry Abrams, 2007.
Urban, Linda. *Hound Dog True*. Harcourt Children’s Books, 2011.

RELATED WEB SITES:

Missouri River Regional Library: <http://www.mrrl.org/node/1221>
Origami Yoda: <http://origamiyoda.wordpress.com>
Indiana Library Federation: http://www.ilfonline.org/clientuploads/2012-2013%20YHBA%20Intermediate%20Book%20Resources/INT_StrangeCaseofOrigamiYoda.doc
Simple Origami: <http://www.origami-instructions.com/simple-origami.html>
Yoda Speak Generator: <http://www.yodaspeak.co.uk/>

REVIEWS:

Angleberger, Tom. *The Strange Case of Origami Yoda*. Amulet Books, 2010

Booklist 106(May 1, 2010): 55
Publishers Weekly 257(March 15, 2010): 53
School Library Journal 56(May 1, 2010): 105

Baskin, Nora Raleigh. *Anything But Typical*. Simon and Schuster, 2009.

SUMMARY:

Anything But Typical is an autistic boy's narrative chronicling his struggles and worries about fitting into the world around him, especially the "social game" in middle school. He doesn't always know how to interpret the words and actions of other people, or how to respond to them. Jason loves routine, hates noisy and brightly lit places, and is constantly waiting for something to go wrong. He fears doing or saying something other people will find weird or inappropriate causing them to have a negative reaction to him.

Jason's one escape from all the overstimulation is the Storyboard website. It is an activity where he can be himself, write stories about misunderstood people, and be creative.

Another Storyboard member, PhoenixBird, a girl, reads and likes his stories. Her name is Rebecca and he thinks she could be his first real friend, maybe a girlfriend. Jason's parents surprise him with a trip to Storyboard convention. When he finds out she will also be attending he panics. As much as Jason wants to meet her, he's terrified that if they do meet, Rebecca will only see his autism and not the real Jason.

QUESTIONS:

How frustrating would it be to have others assume you don't understand what is going on around you?

Why do you think it is a common perception that autistic individuals are emotionally distant and not involved?

What are some issues individuals with autism deal with in the physical world that cause them problems, i.e. loud noises?

Why does Jason's younger brother look up to him and how does he help Jason?

What does Jason mean when he says that he gets tired and frustrated at constantly having to be in the "head-space" of the neuro-typicals (the so-called normal people) in the world?

What do you think of Rebecca's reaction to meeting Jason?

JOURNAL STARTERS:

Comment on this quote from Jason: "...Why do people want everyone to act just like they do?

Talk like they do. Look like they do. Act like they do.

And if you don't -

If you don't, people make the assumption that you do not feel what they feel.

And then they make the assumption -

That you must not feel anything at all. (pg. 14)

ACTIVITIES:

Watch the movie Temple Grandin. Then have a discussion.

Invite someone to talk with your group about autism.

Do research and report on other people, like Temple Grandin, with autism who have excelled.

Talk about the tendency of those with autism to miss important social cues.
Talk about the name-calling Jason has to endure.

READING RECOMMENDATION: Grades 5-8

BOOKTALK:

12 year-old Jason is in 6th grade. He loves to write and spends his free time on a website called Storyboard where he can share stories he's written.

Jason likes Storyboard because he communicates best through written words. Jason is autistic. He is different and he knows he's different. Most everything he does is different than those around him. He blinks a lot. He flaps his hands. Often these behaviors make it hard for others to see that there is a lot more normal about Jason than there is abnormal. Here is one of the things Jason has to say about his world and how he views it: "...We are going to the library instead of art class. This is a good sign. You'd think art class would be one of the easiest classes, but it's not...A lot of space and time that is not organized. Anything can go wrong in that kind of space. But not in the library. There are computers in the library. And books. And computers. Keyboards and screens and desks that are built inside little compartments so you don't have to look at the person sitting next to you. And they can't look at me either."

But Jason just wants to be like everyone else and have friends, even a girlfriend. But when he gets a chance to go to a Storyboard convention and meet the girl who has been reading his stories online he panics. He is afraid she will only see his differences and not the real Jason.

READ-ALIKES:

Buyea, Rob. *Because of Mr. Terupt*. Delacorte, 2010.

Haddon, Mark. *The Curious Incident of the Dog in the Night-time*. Doubleday, 2003.

Lord, Cynthia. *Rules*. Scholastic, 2006.

Stork, Francisco. *Marcelo in the Real World*. Scholastic, 2009.

Tarshis, Lauren. *Emma-Jean Lazarus Fell Out of a Tree*. Penguin, 2007.

RELATED WEB SITES:

Nora Raleigh Baskin: http://www.norabaskin.com/a_little_more....html

South Carolina Junior Book Award:

<http://studysc.org/sc-book-award/2011-2012-sc-junior-book-award-nominees>

Simon and Schuster Book Guide: [http://books.simonandschuster.com/Anything-But-
Typical/Nora-Raleigh-Baskin/9781416963783/reading_group_guide](http://books.simonandschuster.com/Anything-But-Typical/Nora-Raleigh-Baskin/9781416963783/reading_group_guide)

Autism Society: <http://www.autism-society.org>

REVIEWS:

Baskin, Nora Raleigh. *Anything But Typical*. Simon and Schuster, 2009

School Library Journal 55(March 1, 2009) 41

Kirkus (February 1, 2009)

Draper, Sharon M. *Out of My Mind*. Atheneum, 2010.

SUMMARY:

Since Melody can't speak, many people think she is retarded. When she receives a device that allows her to communicate, everyone discovers just how smart she really is. Her dream of fitting in with everyone else has just begun.

QUESTIONS:

What do you think is the significance of the title, *Out of My Mind*?

What role did Mrs. Valencia play in Melody's life?

How does Melody's relationship develop with the other children in her special needs classroom?

Do you think that Melody saved Penny? Why or why not?

Discuss Melody's interaction with the Whiz Kids after the competition.

Melody's mother tells the doctor: "You're not so intelligent sir---you're just lucky!

All of us who have all our faculties intact are just plain blessed. Melody is able to figure out things, communicate and manage in a world where nothing works right for her. She's the one with the true intelligence." Discuss all the ways in which Melody demonstrates her intelligence. If there are inclusion classes in your school, what has your experience been? What difference did the inclusion classes make for Melody?

Discuss the fact that the Whiz Kids chose to leave without Melody. What were the consequences of that choice?

JOURNAL STARTER:

If I lived in Melody's world, I....

ACTIVITIES:

Explore assistive technologies and how they are able to assist people with disabilities.

Compare the periods of Melody's life before and after she got the Medi-Talker.

Set up a Whiz Kids competition of your own.

For a very long time, Melody's words have all been trapped inside her head---make a Wordle (<http://www.wordle.net>) hat describes Melody, her struggles and her achievements.

Arrange a disability sensitivity training for your group.

READING RECOMMENDATION: Grades 4-8

BOOKTALK:

Imagine for a moment... You can remember everything you have ever heard, every conversation, every song, every movie, every news report. You just can't speak to let anyone know what you know. Melody was born with a disability that doesn't allow her much control over her muscles. She's in fifth grade and is as smart as nearly every other fifth grader, but no

one knows it. Then she receives a specially designed computer that will talk for her. Will she be included in all the class activities now? Will she even make the school's Whiz Kids team and travel to the national contest?

READ-ALIKES:

Draper, Sharon. *Out of My Mind*. Atheneum, 2010.

Graff, Lisa. *The Thing About Georgie*. HarperCollins, 2006.

Palacio, R.J. *Wonder*. Knopf, 2012.

RELATED WEB SITES:

Sharon Draper: <http://sharondraper.com>

ATPE Book Club:

<http://www.atpe.org/resources/educators/bookclubfiles/11NovMSQuestions.pdf>

Bluebonnet Book Club: <http://2011-bluebonnet-book-club.wikispaces.com/Out+of+My+Mind>

Kids Wings: http://www.suzyred.com/2011_Out_of_My_Mind.html

What Is Assistive Technology?

http://www.teach-nology.com/teachers/special_ed/asstive_tech/

REVIEWS:

Booklist 106(January 1, 2010): 81

Publishers Weekly 257(February 15, 2010): 132

School Library Journal 56(March 1, 2010):

Falls, Kat. *Dark Life*. Scholastic Press, 2010.

SUMMARY:

Fifteen year old Ty, born and raised on the ocean bottom, narrates this story set in the near future. He and his family farm the new frontier providing food and other products for those who remain on land. Ty meets a young topsider, Gemma, who is searching for her brother - a brother who has ties to the Seablite Gang. Together they are caught in the action-packed adventures and dark mysteries which abound in this new underwater frontier.

QUESTIONS:

If you could ask the author one question, what would it be?

Why do you think that Ty feels an obligation to protect Gemma, someone he has just met?

Gemma is fiercely independent, often putting herself in danger. Why do you think she is this way?

If you were striving to survive in a future world as described in *Dark Life*, would you be a Topsider living on the remaining land or one of the pioneers who brave the underwater frontier? Why? Defend your choice.

In the future, artificial intelligences could be created that are smarter than humans. Would this be a good thing or a bad thing? Explain why.

JOURNAL STARTER:

Living on the bottom of the ocean would be.....

ACTIVITIES

Author, Kat Falls, has always been an animal lover. Many ocean animals play a vital role in the telling of *Dark Life*. Which of these sea creatures would you like to know more about? Do your research and share what you learn with someone else who has read *Dark Life*.

In *Dark Life*, the reader is introduced to future types of underwater transportation. Design a prototype of the kind of family transportation that might be used in the future. Illustrate and label your design indicating its capabilities.

If you live near an aquarium, now is the time to visit!

READING RECOMMENDATION: Grades 5-8

BOOKTALK:

Dark Life is set in the near future – a future that could certainly exist in reality. Extreme weather has reduced the land mass and people are living in stacked cities. Others, including 15 year old Ty, live the Dark Life farming the ocean floor. It is this pioneering group of farmers that provide the food for land dwellers. Ty has just met Gemma, a Topsider his own age, who is looking for her brother – a brother who may be connected to the Seablite Gang. Ty immediately feels the need to protect this young girl who has no idea of the kind of trouble she will be facing. Despite her independence and determination, things are not going to go well for her. Not only are outlaws attacking the farms, but the Commonwealth is adding to the farmers’ problems. Will these two teens be able to heal the split between the Topsiders and the Dark Lifers? This eco-thriller has the action, characters, twists and vivid details that add up to a breathtaking under water ride!

READ-ALIKES:

Bulion, Leslie. *At the Sea Floor Café Odd Ocean Critter Poems*. Peachtree, 2011
Earle, Sylvia A. *Dive! My Adventures in the Deep Frontier*, National Geographic, 2009.
Falls, Kat. *Rip Tide*. Scholastic Press, 2011. (Sequel to *Dark Life*)
Graver, EMT, SEI, Dennis K. *Scuba Driving. Human Kinetics*, 2010
Reese, Jenn. *Above World*. Candlewick Press, 2012.

RELATED WEB SITES:

Kat Falls: <http://www.katfalls.com>
Book Rags: Dark Life Study Guide: <http://www.bookrags.com/studyguide-dark-life>
Scholastic Discussion Guide:
http://teacher.scholastic.com/products/tradebooks/discguide/DG_Kat_Falls.pdf

REVIEWS:

Falls, Kat. *Dark Life*. Scholastic Press, 2010

Booklist 106(May 15, 2010): 46
Publishers Weekly 257(April 5, 2010): 60
School Library Journal 56(June 1, 2020): 100

Ferrari, Michael. *Born To Fly*. Delacorte, 2009.

SUMMARY:

In the days before the attack on Pearl Harbor, all 11 year old Bird McGill wants to do is fly. However, after the attack and her dad's departure for the war, things change radically for Bird. A new boy, Kenji, arrives at her school. Bird is aggravated when Kenji takes her essay topic. However, as Kenji is bullied, he and Bird become friends. This friendship becomes all the more important when Bird sees a periscope and then discovers a dead body. There is plenty of suspicious activity in a small Rhode Island town and solving the mystery becomes a matter of life and death for Bird and Kenji.

QUESTIONS:

Who was the Red Baron?
How does Bird's father encourage her?
Who were the Flying Tigers?
Why did people assume that Kenji was a spy?
Where are Kenji's parents? Why isn't Kenji with them?
Why did the students in Bird's class have so many misconceptions about the Japanese people?
How does Bird negotiate a ride in the Lieutenant's Warhawk?
Why was Bird angry with Kenji?
What activities made Father Krauss suspicious?
What was suspicious about Farley's activities?
Do we ever find out Bird's real name?
What did the investigators find in Uncle Tomo's apartment?
What was the final clue in solving the mystery?

JOURNAL STARTERS:

The one thing that I dream of doing is.....

READING RECOMMENDATION: Grades 4-7

ACTIVITIES:

Invite a pilot to speak to your group or visit a small airport for a demonstration.
Listen to recordings of Glen Miller and Louis Armstrong.
Research some slogans used in World War II, and discuss the meaning behind them.
Listen to some old radio episodes of The Green Hornet.
Check out clips of the movies *Wings* and *Only Angels Have Wings*.
Research Manzanar.
Try the jitterbug.

BOOKTALK:

11 year old Bird McGill is a Tomboy and her primary focus is on her dream of flying. That's perfectly fine with her father, a pilot himself who encourages his daughter to dream big! When Pearl Harbor is attacked and her Father leaves, Bird's dreams a squashed a bit when the local sheriff takes her flight manual as a security precaution. There's plenty more to occupy Bird's attention when she becomes friends with the Japanese boy, Kenji, who has just taken her essay topic. Bird is sure that she has seen the periscope of a submarine and she and Kenji set off to solve the mystery. But, when an explosion occurs in the P-40 factory and Bird discovers a dead body and a mysterious man, it all becomes a matter of life and death!

READ-ALIKES:

Hahn, Mary Downing. *Stepping on the Cracks*. Clarion, 1991.
Huston, Jeanne Wakatsuki. *Farewell to Manzanar*. Houghton Mifflin, 1973.
Lisle, Janet Taylor. *The Art of Keeping Cool*. Atheneum, 2000.
Peck, Richard. *On the Wings of Heroes*. Dial, 2007.
Smith, Sherri. *Flygirl*. Putnam, 2009.

RELATED WEBSITES:

Born to Fly: <http://michaeljferrari.com>
Born To Fly Quizlet: <http://quizlet.com/9281016/born-to-fly-flash-cards>
Women in Aviation and Space History: <http://airandspace.si.edu/explore-and-learn/topics/women>
Abwher: <http://www.jewishvirtuallibrary.org/jsource/Holocaust/Abwehr.html>

REVIEWS:

Ferrari, Michael. *Born to Fly*. Delacorte, 2009

Horn Book 85(November/December, 2009): 670
Publishers Weekly 256(July 13, 2009): 57

Friend, Natasha. *Bounce*. Scholastic Press, 2007.

SUMMARY:

Thirteen-year-old Evyn's world is turned upside-down when her father, widowed since she was a toddler, suddenly decides to remarry a woman with six children, move with Ev and her brother from Maine to Boston, and enroll her in private school.

QUESTIONS:

What do you think was the hardest part of moving to Boston with Eleni's family for Evyn?

How did Evyn's relationship with her dad grow or change throughout the book?

What realization did Evyn make during the mother/daughter tea when she saw her classmate Andrea and her mother Diane? How did that change Evyn's thinking about Eleni?

Discuss a time in which something changed in your life over which you felt you had no control.

How did you 'bounce' back from that challenge?

Evyn stays connected to her mom, Stella, by talking to her like she is still alive. How do you stay connected to someone you miss or no longer have in your life?

JOURNAL STARTERS:

If my family were to move, I would choose to go to _____, because.....

This book is told entirely from Evyn's point of view. Put yourself in Mackey's shoes and think about what this experience was like for him: write a journal entry from Mackey's point of view.

ACTIVITIES:

As a group, brainstorm a list of words that come to mind when you think about the idea of *family*. Head to www.wordle.net and create a Wordle visual to represent the concept of a family. Compare and contrast life in Maine with life in Boston. Make a chart of pros and cons.

READING RECOMMENDATION: Grades 7-8

BOOKTALK:

Has life ever turned you on your head? That's exactly what happens when Evyn's father moves Evyn and her brother Mackey from Maine to Boston after he has married a college professor with six children! Living in a city, living in a large family, changing schools and a stepparent are all new experiences for Evyn! The only way she'll get through it is if she learns to BOUNCE

READ-ALIKES:

Cabot, Meg. *How to Be Popular*. HarperTeen, 2008.
Friend, Natasha. *For Keeps*. Viking, 2010.
Hepler, Heather. *The Cupcake Queen*. Dutton Children's Books, 2009.

RELATED WEB SITES:

Natasha Friend Official Website: <http://www.natashafriend.com/>
Natasha Friend: TeenReads: <http://www.teenreads.com/authors/natasha-friend>
Natasha Friend Video Interview: http://www.natashafriend.com/press_videos.html
Scholastic Book Talk: <http://www.scholastic.com/teachers/article/booktalk-bounce>
Living With Steparents: http://kidshealth.org/kid/feeling/home_family/blended.html

REVIEWS:

Friend, Natasha. *Bounce*. Scholastic Press, 2007.

Booklist 104(November 1, 2007): 36
Publishers Weekly 254(September 7, 2007)
School Library Journal 53(September 1, 2007)

Gaiman, Neil. *The Graveyard Book*. HarperCollins, 2008.

SUMMARY:

When a toddler wanders out of his home in the middle of the night, he is unaware that his family has been murdered. That he wanders into a nearby graveyard is happenstance. After his freshly-dead mother beseeches the residents of the graveyard to harbor her son, the Owens, a long-dead, childless couple agree to take the boy with the help of Silas, a neither dead, nor live sponsor who can enter and leave the graveyard at will. Named “Nobody” and given the Freedom of the Graveyard and taught to Fade, Bod, as he comes to be called, is raised by the denizens of the cemetery, such characters as Caius Pompeius dead over 2000 years, and many others from various historical periods. While the killer continues to stalk Bod, it is only when he manages to outwit this supernatural killer that Bod is safe to return to the world.

QUESTIONS:

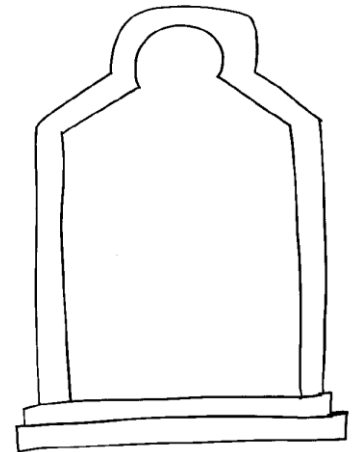
What time and place does this story take place? Does it matter?
What happened when Bod disobeyed Miss Lupescu and went with the ghouls? Why did he go with them? What did Bod learn from Miss Lupescu? What did she learn from him?
What is Silas besides a “solitary type”? What is he doing when he is away from the graveyard?
What is the *Dance of the Macabre*? What traditions indicate it is time for the dance?
How is the Lady on the Grey important in Bod’s life?
What was the Sleer and how was it dangerous?
Bod makes a human friend when he is little, Scarlet returns when she is older and recognizes him. Each time knowing Bod puts her in danger. Should Salis have taken away her memory?

JOURNAL STARTERS:

My favorite person who lives in the Graveyard is _____ because....
Bod should be afraid when....
School is a problem for Bod because

ACTIVITIES:

Write epitaphs and create an artistic rendition of your monument:
Use tombstone graphics, pastels or crayons as a resist,
then paint over with watercolors to create an etched look.
Research any ghost citings in your part of the state.



READING RECOMMENDATION: Grades 5 – 8 (and up)

BOOKTALK:

Newly able to climb out of his crib, a baby wanders out of his house in the night, unaware that the door is open because his family has just been murdered. He toddles up the street into a nearby graveyard stalked by their killer. But the ghosts who inhabit the cemetery are not ready to allow a living child to be murdered, especially after the ghost of his mother begs them to save her child. They chose to keep him and raise him, with the help of the mysterious Silas, neither alive nor dead, but one who can help with the needs of a living child while making sure he has the chance to grow up.

READ-ALIKES:

Gaiman, Neil. *Coraline*. HarperCollins, 2002

Gaiman, Neil. *M is for Magic*. HarperCollins, 2007

Gaiman, Neil. *Odd and the Frost Giants*. HarperCollins, 2009

Cooper, Susan. *The Dark is Rising*. Atheneum, 1973.

Kipling, Rudyard. *The Jungle Book* Various publishers, 1894.

Nix, Garth. Abhorsen Trilogy: *Sabriel*, 1995; *Lirael*, 2001; *Abhorsen*, 2003. HarperCollins

Anthologies put together by Alvin Schwartz such as *Scary Stories to Tell in the Dark*. Lippincott, 1981

Olson, Arielle North, ed. *More Bones: Scary Stories from Around the World*

Note: Soon to be a movie produced by Walt Disney Studios

RELATED WEB SITES:

Neil Gaiman: <http://www.neilgaiman.com/>

Harper Collins Reading Guide:

<http://files.harpercollins.com/PDF/ReadingGuides/0060530928.pdf>

Graveyard Book online quiz:

<http://www.quibblo.com/quiz/9hf7IBP/The-Graveyard-Book-by-Neil-Gaiman>

2011 Oregon Children's Choice Awards:

<http://www.multcolib.org/talk/ORCA/2011/guides-graveyard.html>

REVIEWS:

Gaiman, Neil. *The Graveyard Book*. HarperCollins, 2008.

Booklist 105(September 15, 2008): 54

Publishers Weekly 255(September 29, 2008): 82

School Library Journal 54(October 1, 2008): 144

Gephart, Donna. *How To Survive Middle School*. Delacorte, 2010.

SUMMARY:

David Greenberg is geared up for a great summer with his friend, Elliot, before they begin Middle School, but that's not the way it played out. Elliot discovered girls and then became friends with the bully, Tommy Murphy. So, David is left to adapt to middle school by himself. His support system involves his self-produced talk show, *Talk Time*, his hamster Hammy and his number one fan, Bubbe. However, when Sophie Meyers enters the picture, things begin to change for David.

QUESTIONS:

- What does David feel that he has in common with Jon Stewart?
- Why is Hammy so important to David?
- Where is David's mother and what is she doing?
- Why won't Lindsey write to her mother?
- Discuss David's relationship with his sister, his dad and his Bubbe.
- What do you think drew Elliot into a friendship with Tommy Murphy? What was the last straw for Elliot?
- What are the most important components of friendship?
- What do Cara Epstein and Sophie Meyers have in common?
- What are things to take into consideration when videotaping other people?

JOURNAL STARTERS:

- When I started Middle School, I felt....
- My idea of a perfect summer day is....

ACTIVITIES

- Choose a few, appropriate clips of Jon Stewart for the group to watch.
- Create a talk show to share with the group or on YouTube.
- Arrange for a demonstration of video production.
- Create a top 6 ½ list on any topic of your choosing.
- If they're available, create a K'nex structure of some type.
- Try Bubbe's Jewish Apple Cake (recipe included in the book).
- As an advice columnist, write a letter on "How To Survive Middle School."
- Research agoraphobia.
- Label classroom objects with their Spanish names.
- Make a poster that highlights a strategy for dealing with bullies.

READING RECOMMENDATION: Grades 4-8

BOOK TALK:

Life can be tough for any middle school kid, but it seems the deck is stacked against David Greenberg. Why? His best friend is girl crazy and has taken up with the mean-spirited Tommy Murphy. His mom left the family to run away to Vermont with a beet farmer and they haven't quite stabilized. Middle school began with a series of false steps that have not identified David as a "cool kid". Finally, Sophie Meyers enters his life and David begins to tackle relationship arena. Will he survive Middle School? Read Donna Gephart's book and find out!

READ-ALIKES:

Dowell, Frances O'Roark. *Chicken Boy*. Atheneum, 2005

Korman, Gordon. *Schooled*. Hyperion, 2007.

Tarshis, Lauren. *Emma Jean Lazarus Fell Down from a Tree*. Dial, 2007.

Urban, Linda. *A Crooked Kind of Perfect*. Harcourt, 2007.

RELATED WEBSITES:

Donna Gephart: <http://www.donnagephart.com>

Mother-Daughter Book Club: <http://motherdaughterbookclub.com/wp-content/uploads/2011/04/How-to-Survive-Middle-School.pdf>

Hamsters: <http://www.humanesociety.org/animals/hamsters>

Web Video Production Tips: <http://www.reelseo.com/web-video-production-tips-quality>

REVIEWS:

Gephart, Donna. *How To Survive Middle School*. Delacorte, 2010.

School Library Journal 56(June 1, 2010): 102

Booklist 106(March 1, 2010): 71

Hawkins, Aaron. *The Year Money Grew on Trees*. Houghton Mifflin, 2010

SUMMARY:

Mrs. Nelson wants to find the “true heir” for her apple orchard. Her apple orchard has been left unattended since the death of her husband five years ago. Although she is not the most trustworthy person around, she and Jackson Jones strike a deal with a written contract. He is to get the apple orchard up and producing, pay her \$8,000, and she will give him what money is left over as well as the orchard. What a deal! What a challenge for Jackson Jones! Can he do it? Thus sets in motion, the story of a fourteen year old boy’s journey into the world of farming. He has no clue as to what to do. He has no help. How is he going to make this work? He begins by doing some research in the library and finds a book that will help. He recruits his cousins and his sisters to help him with the work and offers to pay them from the profits. They know little about his arrangement with Mrs. Nelson. Soon they are pruning, fertilizing, plowing, irrigating, and driving a tractor, showing that hard work and persistence pays off. Jackson meets his end of the deal. Will Mrs. Nelson meet hers?

This is a great story about hard work, family ties, and good old-fashioned values.

QUESTIONS:

Why did Jackson not want to work at the junkyard?

What motivated Jackson to make the deal with Mrs. Nelson, even though she was untrustworthy?

What empowered Jackson to think he could honor the contract?

What were some of the problems Jackson encountered as he began his new job?

What were some of the ways Jackson solved his work issues?

Why do you think Jackson did not tell his workers about the contract with Mrs. Nelson?

What made Jackson lie about certain things in the story?

What kind of relationship did Jackson have with his parents?

Why do you think Tommy came to talk with Jackson in the orchard?

Do you think Jackson was right to lie to his sisters and cousins about many different things regarding the work in the orchard? Why/ Why not? Defend your reason.

Should there have been consequences for Jackson’s lies? What should they have been? Defend your reasons.

Do you think Mrs. Nelson should have given the orchard to Jackson even after he fulfilled the contract? Why/ Why not? Defend your reasons.

Do you think Tommy had something to do with the final decision made about the orchard? Why/why not?

JOURNAL STARTERS:

Describe a time in your life when you worked harder than you ever thought you could.

ACTIVITIES:

Do some research on all the farm equipment that was used in the novel. Draw pictures of the equipment and explain what it was used for and why it was needed.

Investigate the spray used on the apple tress to prevent insects from eating the fruit. Explain what it does and why it is harmful to humans and the environment.

Visit an apple farm

Cook with apples

Are there other ways to prevent these harmful insects in apples other than poison? What are they? What else could be used? Why would it work?

READING RECOMMENDATION: Grades 5-8

BOOKTALK:

We all like to make money. Jackson Jones is no exception. He thinks growing apples might be fun and he has made a sweet deal with Mrs. Nelson as well as avoided working at the junkyard where a school bully works. Little does Jackson know how very hard he is going to have to work, what lessons he will learn, and how little he may get in return.

READ-ALIKES:

Hutchens, Pat. *Sugar Creek Gang* books, Moody Publishers, Chicago, 1997

Ralph Moody. *Little Britches* series Bison Books, 1993

RELATED WEB SITES:

Aaron Hawkins: <http://www.aaronhawkins.com/index.html>

The Year Money Grew on Trees: <http://www.aaronhawkins.com/TYMGOT.html>

Apple Farming Techniques:

http://www.ehow.com/list_7576682_apple-farming-techniques.html

Fun Facts: <http://marylandsbest.net/article.php?i=104>

REVIEWS:

Hawkins, Aaron. *The Year Money Grew on Trees*. Houghton Mifflin, 2010.

Booklist 107(September 15,2010): 68

School Library Journal 56(October 1, 2010): 118

Holm, Jennifer L. *TURTLE IN PARADISE*. Random House, 2010

SUMMARY:

It is the Depression, 1935, and 11 year old Turtle is sent to her mother's hometown of Key West, Florida to live with her aunt and cousins. There she finds a whole new world of outgoing shoeless kids with crazy nicknames who live life to the fullest. She also learns about the true meaning of family and loyalty and love.

QUESTIONS:

Why does Turtle have to leave her mother to live with relatives she has never met? Describe this family.

How is life in Key West different from the life Turtle left behind?

What are the two different definitions of CONCH?

What is the DIAPER GANG? Who are its members? Why can't Turtle join?

Why do people in 1935 Key West shake out their shoes before they put them on?

Who is Johnny Cakes? Describe the relationship he develops with Turtle.

What does Turtle find when she rescues the cat from the old piano? What plan do the children make because of this?

What happens as a result of the children's plan?

Describe what takes place when Turtle's mother comes to Key West with Archie.

Why is the book called *TURTLE IN PARADISE*?

Is Turtle a good nickname for the main character? Why or why not?

In the opening paragraph of the book Turtle says, "Everyone thinks children are sweet as Necco Wafers, but I've lived long enough to know the truth: kids are rotten. The only difference between grown-ups and Kids is that grown-ups go to jail for murder. Kids get away with it." Do you agree with Turtle's views of childhood? Explain.

Almost everyone in the book has a nickname. Do you have one? What is the story behind it? If you don't have one, what might be a good one for you?

JOURNAL STARTERS:

For me, Paradise would be....

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ACTIVITIES:

Go to the AV section of your public library and find some recordings of old time radio shows. Listen to a few. Share your finding with your class.

Shirley Temple was a popular child movie star during the depression. Watch one of her old movies. How is it different from movies today? How is she different from child stars of today? Create a treasure hunt for your class. Hide a "treasure chest" somewhere in your school and then create a treasure map to find it.

Ernest Hemingway is a real author who is depicted in the book. The locals called him Papa. Research his life and his work.

Research the Labor Day Hurricane of September 2, 1935.

READING RECOMMENDATION: Grades 4-6

BOOKTALK:

Eleven-year-old Turtle's mom gets a new job as housekeeper for a woman who does not like children. So Turtle is off on an adventure to Key West, Florida, to live with her Aunt Mille and a gaggle of boy cousins she has never met. Her life there is full of comic book and radio show heroes, people with crazy nicknames and buried treasure, with a hurricane thrown in just for good measure!

READ-ALIKES:

Curtis, Christopher Paul, *BUD, NOT BUDDY*, Random House Children's Books, 2004
Holm, Jennifer L., *PENNY FROM HEAVEN*, Random House Children's Books, 2007
Moss, Marissa, *ROSE'S JOURNAL: The Story of a Girl in the Great Depression*, Houghton Mifflin Harcourt, 2003
Peck, Richard, *A LONG WAY FROM CHICAGO*, Penguin Group (USA) Inc. 2000
Williams-Garcia, Rita, *ONE CRAZY SUMMER*, Harper Collins, 2010

RELATED WEB SITES:

Jennifer Holm: www.jenniferholm.com

The Best Children's Books: www.the-best-childrens-books.org/Turtle-in-Paradise-lesson.html

Kids Wings: http://www.suzyred.com/2011_Turtle_in_Paradise.html

Novel Ties Study Guide: <http://www.novel-ties.com/samples/DDTr/lgl3818s.pdf>

South Carolina Children's Book Award:

<http://studysc.org/sc-book-award/2012-2013-sc-childrens-book-award-nominees>

Welcome to the Florida Keys: <http://www.fl-keys.com/history.cfm>

REVIEWS:

Holm, Jennifer. *Turtle in Paradise*. HarperCollins, 2008.

www.commonsemmedia.org/book-reviews/turtle-paradise

Booklist 107(November 15, 2010): 53

Horn Book 86(May/June 2010): 81

LaFleur, Suzanne. *Love, Aubrey*. Wendy Lamb Books, 2009.

SUMMARY:

Aubrey has been home alone for a week before her grandmother arrives from Vermont. Relieved yet worried, Aubrey explains that her mom left one morning and has not come back. Her grandma is remorseful for leaving her daughter and Aubrey by themselves so soon after the tragic car accident that killed Aubrey's father and younger sister Savannah. She takes immediate action, making phone calls to try to identify her daughter's whereabouts, reporting the situation to the police, and ultimately deciding to bring Aubrey to her house in Vermont. Aubrey is numb from the changes, but thanks to her Grandma's daily to do lists and delicious food, she manages to get out of bed every day. Eventually, Aubrey works up the nerve to introduce herself to her neighbor. Bridget and Aubrey become friends, despite Aubrey's tendency to run home every time she feels sick with the pain of her loss. When summer ends, Aubrey is forced to start school in Vermont. Thankfully, she has Bridget, the school counselor, Amy, who gives her small manageable tasks such as sitting next to someone new at lunch, and Marcus, the boy she sits with at lunch who is also one of Amy's students. Although Aubrey slowly adjusts to her new life, she thinks about her mom constantly. She wants to talk to her mom, yet she is mad at her. Readers will live the ups and downs of Aubrey's life, experiencing Aubrey's trauma with tears and sometimes, even laughter.

QUESTIONS:

- Why do you think Aubrey bought Sammy?
- What are some of the things on Aubrey's daily to do list?
- What is significant about Aubrey's first day of school?
- Who is Jilly?
- How does Aubrey feel about Amy?
- What does Aubrey really want for Christmas?
- How did Aubrey feel the first time she talked to her mom?
- What does Aubrey think of Marcus?
- Do you think Aubrey made the right decision in the end?
- What advice would you give to someone who is starting at a new school?

JOURNAL STARTERS:

- To me, home is.....
- When I'm upset, I feel better when...
- My favorite meal to eat at home is...

ACTIVITIES:

- Research how to care for beta fish.
- Write a letter to one of your loved ones.
- Use a grocery ad to choose what you would purchase with \$35.
- Bring in a counselor to discuss how students can assist a classmate who has experienced a tragic event.

Research and compare Virginia and Vermont.

READING RECOMMENDATION: Grades 4-7

BOOKTALK:

Aubrey lost her dad and little sister Savannah in a car accident on the way home from a family vacation. Her mom, who was driving the car, gets up early one morning and just leaves, abandoning Aubrey. When Aubrey's grandma finally realizes Aubrey is home alone, she brings her from Virginia to her home in Vermont. These aren't the only big changes for this eleven-year-old girl. She also starts a friendship with the girl next door and goes to a new school in Vermont. How will she cope with all of the changes and the pain of her losses? Will her mom come to Vermont for Christmas? Does she even want to see her mom?

READ-ALIKES:

Bowers, Laura. *Beauty Shop for Rent*. Harcourt, 2007
Haywood Leal, Ann. *Also Known As Harper*. Henry Holt, 2009.
Jacobson, Jennifer Richard. *Small as an Elephant*. Candlewick Press, 2011.
LaFleur, Suzanne. *Eight Keys*. Wendy Lamb Books, 2011.
Lord, Cynthia. *Rules*. Scholastic Press, 2006.
Messner, Kate. *The Brilliant Fall of Gianna Z*. Walker, 2009
Naylor, Phyllis Reynolds. *Faith, Hope, and Ivy June*. Delacorte Press, 2009.
Palacio, R.J. *Wonder*. Knopf, 2012.
Paterson, Katherine. *The Same Stuff as Stars*. Clarion Books, 2002.
Shafer, Audrey. *The Mailbox*. Yearling, 2006.

RELATED WEB SITES:

Suzanne LaFleur: <http://www.suzannelafleur.com>
Mark Twain Award Nominee:
http://www.thematzats.com/marktwain/resources/Resource_Sheet_Love_Aubrey.pdf
Missouri River Regional Library: <http://www.mrrl.org/node/1238>
Children's Grief Center: <http://barrharris.org>
National Center for Grieving Children & Families: <http://www.dougy.org>

REVIEWS:

LaFleur, Suzanne. *Love, Aubrey*. Random House, 2009.

Booklist 106(October 15, 2009): 71
School Library Journal(September 1, 2009): 164

Lai, Thanhha. *Inside Out & Back Again*. HarperCollins, 2011

SUMMARY:

The year is 1975. Hà's father has been missing in action for nine years. Hà chronicles the family's story in free verse journal entries. Saigon is falling and her mother makes the decision that the family will leave Vietnam. This is a home and a country that all of Hà's family love and it is a difficult leave-taking. They are able to board a ship leaving Saigon and the crossing to Guam is horrible, with little food and water for the refugees. In Guam, a Christian organization sponsors a move for the family to Alabama. Hà assumes she is living with a cowboy, but there are no horses or cows to be found, only the challenges of acclimating to a new language and a new culture. The language is difficult for Hà, but school is even harder, with much teasing and bullying. Happily, Hà's brothers watch out for her, as does the "cowboy" and their neighbor, Miss Washington. It is a year of learning and acceptance, but when the last entry is made in January, 1976, the family is ready to move on.

QUESTIONS:

- Does your family have traditions to begin the New Year? What are they?
- What were Hà's birthday wishes?
- How does Hà's family escape from Saigon?
- Can you describe each of Hà's brothers? How are they different? What does each of them want?
- What was the significance of the items Hà's family left behind in Saigon? What must be destroyed and why?
- What are diacritical marks?
- What role does Miss Washington play in the novel?
- Can you comment on the baptism of Hà's family?
- What do you think Hà meant when she said: "Sometimes, I would choose wartime in Saigon over peacetime in Alabama."
- What did Hà's mother realize when her amethyst ring disappeared?

JOURNAL STARTERS:

- The most challenging situation in my life has been.....
- I believe people use bullying behavior because.....

ACTIVITIES:

- Create a timeline of the Vietnam War.
- Fix a Vietnamese dish to taste (<http://www.food.com/recipes/vietnamese>)
- Sample papayas.
- Research Bruce Lee.
- Make a list of the English language rules that Hà discovers throughout the novel.
- Make a "Top Ten" list of helpful tips for new students. What would you like them to know?
- Research Buddhism

READING RECOMMENDATIONS: Grades 4-8

BOOK TALK:

10 year-old Hà and her family are undergoing tremendous change. Her father has been missing in action for nine years, Saigon is falling and the family must flee. Hà shares the family's story in free verse as they travel by boat to Guam and then are sponsored to come to Alabama and live with a family there. It is an adjustment for all of them, but particularly for Hà as she tries to adjust to school. People are not always kind and Hà feels every emotion possible. Hà and her family are strong and with the right type of support from the right people, we'll see them make a life for themselves in America.

READ-ALIKES:

Applegate, *Home of the Brave*. Feiwel & Friends, 2007.
Burg, Ann E. *All the Broken Pieces*. Scholastic, 2009.
Gonzales, Christina Diaz. *The Red Umbrella*. Alfred A. Knopf, 2010.
Paterson, Katherine. *Day of the Pelican*. Clarion, 2009.

RELATED WEBSITES:

The Inside Story: http://www.schoollibraryjournal.com/slj/articles/interviews/893040-338/the_inside_story_it_took.html.csp
The Page Turn: <http://www.thepageturn.com/blog/wp-content/uploads/2012/01/Inside-Out-and-Back-Again-DG.pdf>
Scholastic Study Guide: http://teacher.scholastic.com/clubs/pdfs/guides/inside_out_guide.pdf
South Carolina Children's Book Award Nominees: <http://studysc.org/sc-book-award/2012-2013-sc-childrens-book-award-nominees>
Vietnam Travel Information: <http://www.lonelyplanet.com/vietnam>
Activities for ESL students: <http://a4esl.org>

REVIEWS:

Lai, Thanhha. *Inside Out and Back Again*. HarperCollins, 2011.

Booklist 107(January 1, 2011): 88
Publishers Weekly 258(January 31, 2011)
School Library Journal 57(March 1, 2011): 164

Meyer, Susan Lynn. *Black Radishes*. Delacorte, 2010.

SUMMARY:

Gustave Becker is living the typical life of an 11 year old Boy Scout in Paris. But the year is 1940 and nothing will remain typical for any Jewish people.

While waiting for the arrival of visas to America, Gustave's parents make the decision to leave Paris and relocate to the small village of St. George, in hopes of laying low and avoiding Nazi attention. However, no part of France is left unscathed during the war and the Becker family members must determine what their role will be, especially when it comes to providing aid to those they left in Paris.

QUESTIONS:

Discuss the Becker's living conditions during their time in St. Georges.

What was the significance of black radishes in the story?

Why wasn't Gustave's father fighting in the war?

Why wouldn't Gustave's Aunt come with them to St. Georges?

Why didn't the Beckers practice their faith openly in St. Georges?

What role did Monkey play in this story?

What happens to the Beckers as they try to make it into Spain?

How did Gustave's father use the stock from his store?

In what ways did the Beckers receive news during the war?

What does the term "Vichy France" mean?

Discuss the basis of this story in the author's life.

Why did Nicole wear two hats?

Why did Nicole's father get involved with the Resistance movement?

JOURNAL STARTERS:

On moving from my home, if I could only take three things with me, they would be _____, because_____.

The biggest risk I have ever taken was....

ACTIVITIES:

Make a map outlining the journeys of Gustave's family during the war.

With a group, try the "looking up" game. Report on whether it worked or not.

Create a timeline of the German expansion during World War II.

Read the story, *The Last Class* (<http://www.bartleby.com/313/4/2.html>) by Alphonse Daudet.

Invite someone to talk with your group about Jewish practices of faith. Perhaps share a Sabbath meal.

Research the process through which an immigrant from France can come to the United States in the present time.

Learn to change a bicycle tire.

READING RECOMMENDATION: Grades 5-8

BOOKTALK:

France is your home and your whole life is your family and your friends. Nothing could be simpler than a life that revolves around school and Boy Scouts. Until nothing is the same and no one is safe. That is what happens to Gustave Becker's family when the Germans begin to overtake France in the summer of 1940. Gustave's father is wise and is prepared to move the family out of Paris to a quiet, remote village where a certain amount of anonymity is possible. However, there are still people in Paris who need to be brought to safety and perhaps the Becker family can find a way to be of assistance.

READ-ALIKES:

Drucker, Malka. *Jacob's Rescue*. Bantam, 1991.
Lowry, Lois. *Number the Stars*. Houghton Mifflin, 1989.
Morpurgo, Michael. *Waiting for Anya*. Viking, 1991.
Napoli, Donna Jo. *Stones in Water*. Dutton, 1997.

RELATED WEBSITES;

Susan Lynn Meyer: <http://susanlynnmeyer.com>

Author Interview: <http://joycemoyerhostetter.blogspot.com/2011/02/meet-susan-lynn-meyer-author-of-black.html>

Black Radishes: <http://weirdvegetables.blogspot.com/2009/04/black-is-new-radish.html>

The French Resistance: <http://www.spartacus.schoolnet.co.uk/FRresistance.htm>

REVIEWS

Meyer, Susan Lynn. *Black Radishes*. Delacorte, 2010.

School Library Journal. 57(January 1, 2011): 112

Kirkus Review (October 15, 2010)

Mulligan, Andy. *Trash*. David Fickling Books, 2010.

SUMMARY:

Raphael Fernandez is a dumpsite boy who sifts through trash for a living. On the day he finds a wallet containing some cash, a coded note, pictures of a young girl, a map, and a locker key, his life changes forever. With the assistance of two of his fellow dumpsite boys, Gardo and Rat, Raphael sets out to find out what the key opens and what the note says. Along the way, they must dodge the police and a crooked politician who are determined to stop them.

QUESTIONS:

The book is told in alternating voices of different characters that play a part in the story. What do you think of this particular style of writing? Which of the boys (Raphael, Gardo, or Rat) did you like hearing from the most? Why? Which of the other characters did you enjoy? How did their versions of the events fit in/mesh with what the boys told?

What do you think of Father Juilliard and Sister Olivia? Do you think what they do (in general) is helpful to the boys who live in the dump? Do you agree with how Raphael, Gardo, and Rat use them without telling them why? Do you think they would have helped if they had known what was going on or do you think the boys were correct in not giving them all the details?

How do you feel about Rat's theft from Father Juilliard? Did you expect Rat to feel so bad about it? Did you expect Father Juilliard's reaction?

How did you feel about Raphael's arrest? Why do you think the police treated him that way?

Why do you think this was a significant event in the story? (How does it move the plot forward?)

Do you agree with the following statement Raphael makes? "With the right key, you can bust the door wide open. Because nobody's going to open it for you."

What did you think about how the prison Gabriel Olondriz was in was run?

Why did Jose Angelico steal the money? Would you have done the same, or would you have done something differently? Why?

What do you think about Pia Dante? Do you think she is strictly a tragic character or does she have another role in the story?

Was the ending satisfactory? Would you have changed any part? Why or why not?

Where would you hide a fortune so that it would be safe until the right person found it?

What would you do to change the living conditions for the boys (and their families) that live at the dump? How would you improve their lives?

JOURNAL STARTERS:

If I had found the wallet, I would have.....

If I had six million dollars, I would....

ACTIVITIES:

Make a secret code following the format used by Gabriel Olondriz.

Make a map of Raphael's world, including the route he follows on his journey to solve the mystery of the wallet.

Make trading cards for the different characters in the novel. Include good and bad characters.

INTEREST LEVELS: Grades 7-8

BOOKTALK:

When your life revolves around sifting through garbage, what do you do when you find something special? Who do you tell if you find a wallet with money, a map, a coded note, and a locker key? Do you tell the police? Not if you want to survive until the next day. Raphael and his friends Gardo and Rat have just started an adventure of a lifetime. As they try to find out who the wallet belonged to they must rely on their wits to stay ahead of the police who are desperately trying to stop them and find the treasure that the map and the locker key lead to.

READ-ALIKES:

Farmer, Nancy. *The Ear, The Eye and The Arm*. Orchard Books, 1994

Bacigalupi, Paolo. *Ship Breaker*. Little, Brown books for Young Readers, 2011.

RELATED WEB SITES:

Andy Mulligan: <http://www.andymulliganbooks.com>

Random House Reader's Guide:

http://www.randomhouse.biz/booksellers/childrens/files/2010/09/Trash_ReadersGuide_BIZ.pdf

Rhode Island Teen Book Award:

http://www.yourlibrary.ws/ya_webpage/ritba/ritba12/trash.html

REVIEWS:

Mulligan, Andy. *Trash*. Random House, 2010

Booklist 107(September 15, 2010): 64

Publishers Weekly 257(October 4, 2010)

School Library Journal 56(October 1, 2010): 123

**Perkins, Lynne Rae. *As Easy As Falling Off the Face of the Earth*.
Greenwillow Books, 2010.**

SUMMARY:

Fifteen-year-old Ry is on a train from Wisconsin to California to go to a summer camp when he discovers that the session has been cancelled. When the train breaks down in Montana, Ry steps off the train to get better cell phone reception as he attempts to reach his grandfather and parents. While on the phone, Ry watches the train and all his belongings take off without him. Through a series of unfortunate events, Ry is unable to contact anyone in his family and must rely on the kindness of strangers to get home. Foremost of these is an older man named Del, who takes Ry in and is willing to drive him home to Wisconsin, although a series of crazy events leads them to Key West and beyond. Through it all, Ry remains upbeat and positive and readers enjoy accompanying him on one of the most bizarre road trips ever.

QUESTIONS:

Shakespeare wrote a play called *A Comedy of Errors*. How does this title fit Ry's situation?
Why did Del take on the responsibility of helping Ry?
Did Ry make any choices that could have been potentially dangerous?
What is the most unbelievable thing that happened to Ry or someone in his family?
Describe an unlikely person who helped you in a difficult situation.
What part did the story of Ry's grandfather play in the novel?

JOURNAL STARTERS:

If I was left alone in the middle of nowhere, I would

ACTIVITIES:

Create a scrapbook page for one leg of Ry's journey, either by hand or digitally.
Create a map of Ry's travels, marking key events from the novel.
Plan a road trip of your own, including places you would like to visit and/or people you would like to see.
Try drawing a comic express to express some aspect of your life.

READING RECOMENDATION: Grades 6-8

BOOKTALK:

Think you're having a bad day? Well, don't tell that to Ry. So far today he has found out the archaeology camp to which he has been travelling has been cancelled. He's watched all of his belongings except his almost-out-of-charge cell phone chug away on the train he's no longer on. He's trudged through the Middle-of-Nowhere Montana looking for the nearest town, which is not at all near. He's become dehydrated, lost one shoe, and given up being able to contact anyone

in his family. Will tomorrow be better? Can Ry rely on the kindness of strangers to help him get home? Read *As Easy As Falling Off the Face of the Earth* to find out.

READ-ALIKES:

Auch, Mary Jane. *Wing Nut*. Henry Holt, 2005.
Bauer, Joan. *Rules of the Road*. G.P. Putnam's Sons, 1998.
Cooney, Caroline. *Hit the Road*. Delacorte Press, 2005.
Du Prau, Jeanne. *Car Trouble*. Greenwillow Books, 2005.
Rex, Adam. *The True Meaning of Smekday*. Hyperion, 2007.
Sonnenblick, Jordan. *Notes from the Midnight Driver*. Scholastic, 2006.

RELATED WEB SITES:

Lynne Rae Perkins: <http://lynnerae.com>
HarperCollins Discussion Guide: As Easy As Falling Off the Face of the Earth:
<http://files.harpercollins.com/PDF/ReadingGuides/0061870900.pdf>
How To Avoid Getting Lost:
<http://www.1srg.org/Contributed-Materials/HowToAvoidGettingLost.htm>

REVIEWS:

Perkins, Lynne Rae. *As Easy As Falling Off the Face of the Earth*. Greenwillow Books, 2010

Booklist 106(April 15, 2010): 45
Publishers Weekly 257(May 10, 2010)
School Library Journal 56(July 1, 2010): 95

Rhodes, Jewell Parker. *Ninth Ward*. Little, Brown and Company, 2010.

SUMMARY:

Ninth Ward takes place in the days preceding and during the devastating Hurricane Katrina, in the worst-hit ninth ward of New Orleans. Twelve year old Lanesha lives with Mama Ya-Ya, the old woman who raised her. They are poor, but Lanesha is comfortable in her neighborhood, where no one has air conditioning, but many people are willing to share and take care of each other. She is an outcast at school however, because Lanesha has one very unusual feature: she regularly sees and talks to ghosts. The other kids whisper about Lanesha and her Mama Ya-Ya, who has some ability in predicting the future, calling them “witches.” Mama Ya-Ya is worried about the upcoming storm, sensing something dark and black that is not the storm itself. Lanesha will need all of her strength to get through the storm and the flood that follows it.

QUESTIONS:

Why does Lanesha think Ginia will not want to be her friend?
Why do the ghosts of recently killed teenagers want to talk to Lanesha, even though they made fun of her or ignored her when they were alive?
Why did Lanesha’s teacher give her the pre-algebra math book when the school closed?
Why does Lanesha tell the Watsons that she and Mama Ya-Ya have another way to leave New Orleans when they do not?
Why did so many residents of the ninth ward not evacuate when they were told to?
Why does Mama Ya-Ya not want to go to the church?
What does Mama Ya-Ya mean when she says that Lanesha needs to be “birthed again?”
Why does Lanesha take the pre-algebra book with her on top of the dressers in the attic?
How do Lanesha and TaShon find the strength to free the boat?
What is the darkness that Mama Ya-Ya ponders over at the beginning of the book?

JOURNAL STARTER:

If I were to take something with me in a disaster, in addition to friends and family, what would it be? Why?

ACTIVITIES:

Draw a map of the city of New Orleans, identifying the river, the ocean, the levees, the French Quarter, and the ninth ward.
Investigate the reasons it took so long for help to come the residents of the ninth ward.
Research ghosts in New Orleans.
Research the reasons the levees were built in New Orleans.

READING RECOMMENDATION: Grades 5 - 8

BOOKTALK:

Laneshia is a little different: she sees and talks to ghosts every day in the ninth ward community of New Orleans. She has been raised by Mama Ya-Ya, the midwife who delivered her. Mama Ya-Ya can predict the future, and she is rattled by her visions of darkness after Hurricane Katrina. Laneshia will need deep resources of strength to help her survive this storm.

READ-ALIKES:

Hale, Marian. *Dark Water Rising*. Square Fish, 2010.

Herlong, M. H. *Great Wide Sea*. Viking 2008

McMahon, Maeve. *Riding out the Hurricane*. A little book company, 2010.

Rogers, Lisa Waller. *The Great Storm: The Hurricane Diary of J. T. King, Galveston, Texas, 1900*. Texas Tech University Press, 2010.

Tarshis, Lauren. *I Survived Hurricane Katrina, 2005*. Scholastic, 2011.

Williams-Garcia. *One Crazy Summer*. Amistad, 2010.

RELATED WEB SITES:

Jewel Parker Rhoades: <http://jewelparkerrhodes.com>

Bee A Reader: <http://beereader.blogspot.com/2011/09/ninth-ward.html>

Educator's Guide: www.hachettebookgroup.com/_assets/guides/EG_9780316043076.pdf

NOAA: <http://www.katrina.noaa.gov>

ABC News: <http://abcnews.go.com/US/Katrina>

CNN: <http://www.cnn.com/SPECIALS/2005/katrina>

Tangipahoa Parish Schools 'Katrina' page: <http://www.vickiblackwell.com/Katrina/index.htm>

BOOK REVIEW CITATIONS:

Rhodes, Jewel Parker. *Ninth Ward*. Little, Brown and Company, 2010.

Booklist 106(May, 1, 2010): 87

Publishers Weekly 257(August 2, 2010)

School Library Journal 56(August 1, 2010): 110

Senzai, N.H. *Shooting Kabul*, Simon & Schuster, June 22, 2010

SUMMARY:

In the summer of 2001, 11-year-old Fadi and his family hastily board a truck to begin their escape from Afghanistan. His six-year-old sister, Mariam, loses her grip of her brother's hand and is tragically left behind. The family's arrival in San Francisco is sad as they are all too concerned about Mariam to appreciate their newfound safety and freedom. Fadi struggles with integrating into American middle school culture, amid the tragedies of the Twin Towers and discrimination. He eventually finds solace in the photography club. Still, he is most concerned with the part he played in losing Mariam and the need to find her. A photography contest with the prize of a trip to India seems to be his best means of finding a way back to Afghanistan to help in the search for his sister. But can winning the contest bring Miriam home to the family?

QUESTIONS:

Have you ever struggled to fit in at school due to racism, bullying, being new?
What was Miriam's response to being left behind?
Discuss the reactions of Miriam's parents as they struggle with Miriam's absence.
What is the relationship between the Taliban and the destruction of the Twin Towers?
How are feelings of guilt and responsibility about this incident expressed differently by various members of the family?
Have you ever entered a creative or athletic contest? What were your hopes for the outcome?
The attacks on the Twin Towers and 9-11 have been described by many people. How does that affect you as you read this book?

JOURNAL STARTER:

Despite any type of difference, people should be respected because....

ACTIVITIES:

Use a digital camera, take several photographs, and write a caption for each.
Compose a letter to Fadi and express your feelings towards his racism and bullying issues.
Keep a journal entry for 5 days as Miriam when she is left in Afghanistan.
Using Fadi and your own experiences compose a compare and contrast essay.
From Miriam's point of view, tell the story when she finally gets home. Be sure to include her experience before the rescue through getting to America.
Use a map to draw and label Fadi's families escape and his return to Miriam.
Research a famous photographer. Find one photograph by this person and write an essay expressing your thoughts and reactions to the photograph.

READING RECOMMENDATION: Grades 4-8

BOOK TALK:

Fadi flees Afghanistan for California and his young sister is lost along the way. It is very unsafe to go and find her. Then, 9-11 complicates things for Fadi and his family. Fadi devises a scheme to win a photography contest with a prize of a trip to India. Will one photograph be enough to bring Miriam home?

READ-ALIKES:

Curtis, Christopher Paul. *The Watson's Go to Birmingham*. Laurel Leaf ; December 12, 2000
Lowry, Lois. *Number the Stars*. Sandpiper, 1989
Ryan, Munoz Pam. *Esperanza Rising*. Scholastic ; June 1, 2002
Lai, Thanhha. *Inside Out and Back Again*. HarperCollins ; February 22,

RELATED WEBSITES:

N. H. Senzai: <http://www.nhsenzai.com/books>

Simon and Schuster Study Guide:

http://books.simonandschuster.com/Shooting-Kabul/N-H-Senzai/9781442401945/reading_group_guide

Afganistan: <https://www.cia.gov/library/publications/the-world-factbook/geos/af.html>

9/11 Timeline: <http://timeline.national911memorial.org/>

Learn Basic Photography: <http://learnbasicphotography.com>

REVIEWS:

Senzai, N.H. *Shooting Kabul*. Simon & Schuster, 2010

Booklist 106(June 1, 2010): 98

Publishers Weekly 257(September 27, 2010)

School Library Journal 56(June 1, 2010): 120

Telgemeier, Raina. *Smile*. Scholastic/Graphix, 2010.

SUMMARY:

Smile is artist Raina Telgemeier's humorous graphic memoir of the events in her life from age twelve through fifteen. Raina was a typical 6th grader when she tripped and fell, knocking out her two front teeth. What followed was four years of dental therapy to correct the damage that occurred to her mouth. But during that time Raina also dealt with many of the other normal experiences of growing up: puberty, friendships, crushes, annoying siblings, and even an earthquake. Raina survives all of this by learning from her experiences, and ultimately discovering her life's work in the process.

QUESTIONS:

Smile is a memoir but many readers mistake it for fiction. Why do you think that is?
How is Raina a typical teen? In what ways is she unique?
What insights does Raina have as a result of her dental experiences? The earthquake? Her interactions with her friends?
How are the adults in Raina's story characterized?
What was your favorite scene or incident from Raina's story? Why did you like it?
The author included many detailed descriptions of dental procedures. Why do you think she put them in?
How different would the interest and appeal of Raina's memoir have been if she had written it in traditional printed text?
Do you think you would like having Raina for a friend? Why or why not?
How important is hindsight in Raina's story? What does the perspective of 15 years allow her to do with her story?
Give some examples of where the pictures tell more about the story than the text.
Give some examples of creative use of color in this graphic novel.

JOURNAL STARTERS:

My most life changing experience was...

ACTIVITIES:

Pretend you are one of Raina's friends. Write a letter of apology to her for something you regret having done.
Choose a compelling scene from the book and rewrite it as Readers Theater. Remember that you will have to verbalize any pertinent visual information in your script so your audience can follow the story. Perform the scene in front of a group.
Research the San Francisco earthquake of 1989. The U.S. Government website below contains some fascinating images of the event.
Invite a dental professional to talk to readers about how this situation would be handled today.

If you are new to graphic novels check out some others at your local library and see if you enjoy them. Why do you think they are popular with many young adults?

View Walt Disney's *The Little Mermaid*.

READING RECOMMENDATION: Grades 4-8

BOOKTALK:

When Raina Telgemeier was in 6th grade she tripped and fell, knocking out her two front teeth and injuring the bone structure of her mouth. *Smile* is the story of her four year ordeal of dental procedures to correct the problem. But it is also a story of friendship and outgrowing your friends, falling in and out of love, surviving a major earthquake and an annoying family, and using all of these experiences to find your place in the world. Read Raina's humorous graphic memoir of growing up...and Smile!

READ-ALIKES:

Blume, Judy. *Are You There God? It's Me, Margaret*. Bantam Doubleday Dell Books for Young Readers, 1970.

Cottonwood, Joe. *Quake*. Scholastic, 1995.

Lee, Jordan. *Coping With Braces and Other Orthodontic Work*. Rosen Publishing Group, Inc., 1998.

Patterson, James and Chris Tebbetts. *Middle School, the Worst Years of My Life*. Little, Brown & Co., 2011.

Phelan, Matt. *The Storm in the Barn*. Candlewick Press, 2009.

Telgemeier, Raina. *Drama*. Scholastic Books, 2012

RELATED WEB SITES:

Raina Telgemeier: <http://goraina.com>

Smile Resource Guide:

<http://abochenek.files.wordpress.com/2011/04/smile-resource-guide.doc>

The Classroom Bookshelf:

<http://classroombookshelf.blogspot.com/2011/04/smile.html>

Scholastic Smile Website: <http://www.scholastic.com/smile/index.htm>

San Francisco Earthquake: <http://pubs.usgs.gov/dds/dds-29>

Orthodontics: http://www.aaomembers.org/Resources/upload/All_About_Orthodontics-l.pdf

REVIEWS:

Telgemeier, Raina. *Smile*. Scholastic/Graphix, 2010

Bulletin of the Center for Children's Books 63(March 2010): 306

Booklist 106(Dec. 15, 2009): 37-38

Horn Book 87(Jan/Feb 2011): 18

School Library Journal 56(March 2010): 186

Wiles, Deborah. *Countdown*. Scholastic Press, 2010.

SUMMARY:

Eleven-year-old Franny Chapman lives in the Washington, DC area with her family. She is frustrated because her teacher will not call on her to read aloud in class. She has to practice duck and cover drills at school. Uncle Otts wants to build a bomb shelter in the back yard. Her best friend doesn't want to hang out any more. Her sister is engaged in some secret activities. Her mom is short-tempered and acting weird. Her dad is an Air Force pilot and gone all the time protecting the President. Added to that, Franny is trying to measure up to her perfect younger brother. Then a cute boy who used to live in the neighborhood moves back and Franny may be having her first crush. On top of it all, the country might be going to war with the Russians over some missiles in Cuba. In 1962 it seems everyone is living in fear. *Countdown* is the story of what it is like for Franny to live through this time.

QUESTIONS:

- What are the most important concerns of each character in the story?
- Why is Jo Ellen secretive about her activities?
- What does the author mean by the term "documentary novel"?
- What fears do we have today that are similar to those of the characters in *Countdown*?
- How do the historical inserts about the 1960's help you to understand the story?
- Why is Franny embarrassed by Uncle Ott? How and why do her feelings change?
- Does anyone know what the Cuban Missile Crisis is?" "Duck and cover? Bunkers? Castro? Bay of Pigs?" What are these things?
- How is Franny's world both different and yet like your world today?
- What are primary resources?

JOURNAL STARTER:

In times of crisis, it is important to.....

ACTIVITIES:

- Do research and find other people or events that might have been used in the book to illustrate the 1960's.
- Listen to the music listed in the book.
- Watch/listen to JFK's speech telling the Russians to get out of Cuba.
- Make a cartoon or advertisement illustrating the headlines from the 1960's.

INTEREST LEVELS: Grades 5-8

BOOKTALK:

Life is hard when you are 11.

“The Russians are coming to get us. Any minute those bombs might be coming our way. We have to be prepared. The most important thing is to duck and cover.” In 1962 something very frightening is happening. It is called The Cuban Missile Crisis. Franny is a member of a military family. Her dad is an Air Force pilot protecting the President and her uncle served in World War I. They live in a military neighborhood. But everything in Franny’s world is falling apart. Her best friend no longer wants to be friends. Her college age sister disappears for mysterious meetings and secret activities. Crazy Uncle Ott is reliving battles from World War I in his head. Her “saintly” younger brother gets all the attention. Then a cute boy moves back and Franny develops a crush on him. To top it off the whole country is fearful after President Kennedy announces on television that the Russians have brought nuclear missiles to Cuba. Franny just wants to get through the year alive.

READ-ALIKES:

Cushman, Karen. *The Loud Silence of Francine Green*. Houghton Mifflin, 2006.

Lawrence, Iain. *Gemini Summer*. Yearling/Random House, 2006.

Rodman, Mary Ann. *Jimmy’s Stars*. Farrar, Strauss & Giroux, 2008.

Salisbury, Graham. *House of the Red Fish*. Wendy Lamb/Random House, 2006.

RELATED WEB SITES:

Deborah Wiles: <http://deborahwiles.com>

Grand Canyon Readers Award:

<http://www.grandcanyonreaderaward.org/resources/CountdownDiscussionGuide.pdf>

The People History: <http://www.thepeoplehistory.com/1960s.html>

John F. Kennedy Presidential Library on the Cuban Missile Crisis:

<http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx>

REVIEWS:

Wiles, Deborah. *Countdown*. Scholastic, 2010

Booklist 106(May 1, 2010): 84

Publishers Weekly, 257(April 26, 2010): 108

School Library Journal 56(July 1, 2010): 98

Williams-Garcia, Rita. *One Crazy Summer*. Amistad, 2010

SUMMARY:

Delphine, Vonetta and Fern are sent to spend the summer with their mother in California. The mother who has not seen them since seven year old Fern was an infant. Their grandmother, Big Ma, opposes the trip, but their father believes that they have to get to know their mother. Their mother, Cecile, is certainly someone to know. She meets them at the airport in strange garb and when they get to her apartment, she wants very little to do with them and they are always under strict orders to stay out of her kitchen. Dinner most often is Chinese take-out eaten on the floor. Cecile is a printer and her equipment is housed in the kitchen. She sympathizes with and does work for the Black Panthers. To get the kids out of her hair during the day, she sends them to Black Panther Summer Camp, where they learn about Black Panther leaders and how to protest. What they struggle to learn is what their mother feels for them and why she left. When Cecile is arrested, their world explodes and answers rise to the top.

QUESTIONS:

Who is Cassius Clay?
How was Cecile dressed when the girls first met her in Oakland?
Why aren't the girls allowed in Cecile's kitchen?
Why did Delphine think that Cecile left their family?
Why was Fern called "White Baby Lover?"
What does the name Nzila mean? What language does it come from?
Why did Eunice and Delphine fight?
What was the difference between the media's portrayal of the Black Panthers and the experience the girls had at the community Center?
What do you think Cecile meant when she said to Delphine: "We're trying to break yokes. You're trying to make one for yourself. If you've seen what I've seen, you wouldn't be so quick to pull the plow."?

JOURNAL STARTER:

An historical even that had an impact on my family was....

READING RECOMMENDATION: Grades 6-8

ACTIVITIES:

Research the Black Panthers.
Try and arrange volunteer time at a community center.
Display photos of Huey Newton, Malcom X and Che Guevara, along with some brief description of why they were considered revolutionaries.
Watch an old episode of Flipper.

Make a list of ways in which you are different from other people and a list of ways you are the same.

Research the growth of African-Americans on network TV.

BOOKTALK:

Imagine being put on a plane with two siblings to see a mother with whom you've had no contact for seven years! That was the case for Delphine and her sisters Vonetta and Fern. And what a mother! Their mother Cecile writes poetry and works a printing press from her kitchen. Much of her work is done in support of the Black Panthers. She really wants very little in terms of a relationship with her daughters, more than anything else, she doesn't want to be bothered! So the girls hang out during the day at the Black Panther summer program and eat Chinese carry-out at night. When the girls come home after a day of exploring San Francisco, they witness Cecile being arrested because of her involvement with the Black Panther movement. The girls step up. Even though they don't understand why their mother left them or what she feels for them, they give a strong show of support for her. In the end, they leave with some answers and some hope!

READ-ALIKES:

Holm, Jennifer. *Penny from Heaven*. Random House, 2006.

Magoon, Kekla. *The Rock and the River*. Alladin, 2009

Magoon, Kekla. *Fire in the Streets*. Alladin, 2012.

RELATED WEBSITES:

Rita Williams-Garcia: <http://www.ritawg.com>

HarperCollins Discussion Guide:

<http://files.harpercollins.com/PDF/TeachingGuides/0060760885.pdf>

Viterbo Lesson Plan:

<http://www.viterbo.edu/uploadedFiles/academics/letters/english/UnitPlanOneCrazySummer.pdf>

Clayton Elementary School Wikki:

<http://claytonhrrb.wikispaces.com/message/view/One+Crazy+Summer/41243951>

Black Panther Party: <http://www.blackpanther.org>

REVIEWS:

Williams-Garcia, Rita. *One Crazy Summer*. Amistad, 2010

Booklist 106(February 1, 2010): 61

Publishers Weekly 257(January 4, 2010): 47

School Library Journal 56(March 1, 2010): 170