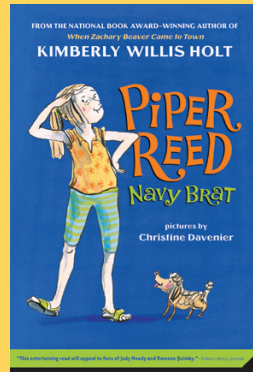


Piper Reed Curriculum Guide

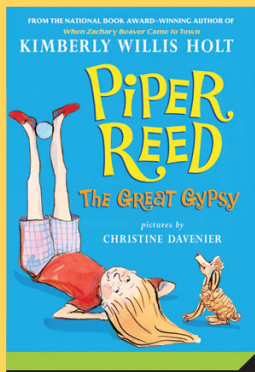
PIPER REED

is a spunky preteen whose father is a Chief in the U.S. Navy. The family has moved numerous times and has lived in many cities (and countries)! Piper's sense of humor and adventure will keep the reader begging for more. Kimberly Willis Holt has created a wonderful series filled with themes of family and friendship that also gives readers insight into military life.



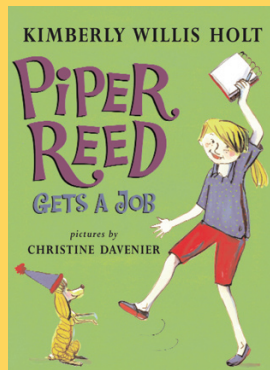
978-0-8050-8197-8 / \$14.95 (hc)
978-0-312-38020-5 / \$6.99 (pb)

In the first book, **PIPER REED: NAVY BRAT**, readers are introduced to Piper and her family as they begin their cross-country journey from San Diego to Pensacola. We feel for Piper as she searches for new friends and tries to start a new chapter of the Gypsy Club. As she becomes more acclimated to her new surroundings, she falls in love with the Blue Angels.



978-0-8050-9198-5 / \$14.95 (hc)
978-0-312-56136-9 / \$6.99 (pb)

The second book, **PIPER REED: THE GREAT GYPSY**, finds Piper planning a Gypsy Club Pet Show, with all the trials and tribulations that accompany such a feat. She learns some interesting secrets about her mother's past while discovering happiness and hope for the future.



978-0-8050-8199-2 / \$14.95 (hc)

In the third installment, **PIPER REED GETS A JOB**, Piper and the Gypsy Club need to raise money to buy a clubhouse. Piper launches her own party-planning business, as well as employing herself in some rather unique and trying jobs. She learns that responsibility doesn't come without a price and that family and friends are invaluable.

SHANNON HOLT



KIMBERLY WILLIS HOLT is the author of the novels *My Louisiana Sky*, *When Zachary Beaver Came to Town*, winner of the National Book Award; *Keeper of the Night*; and *Part of Me*. She has also written the picture books *Waiting for Gregory* and *Skinny Brown Dog*. She lives in West Texas.

www.kimberlywillisholt.com



CHRISTINE DAVENIER has illustrated many books for children, including *Piper Reed: The Great Gypsy* and *Piper Reed: Navy Brat*. She is the recipient of a *New York Times* Best Illustrated Book for *The First Thing My Mama Told Me*. She lives in Paris, France.

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An imprint of Macmillan Children's Publishing Group
SquareFishBooks.com



DISCUSSION QUESTIONS

- 1 Piper tried to impress her new friends by enticing them to join the Gypsy Club, and went so far as promising a fortune-teller. Her sister's successful "pretending" helped seal the deal. Piper thanked Tori for lying, and Tori said, "I didn't lie. I was pretending." Discuss the difference between lying and pretending.
- 2 Tori showed great sisterly love (aka sister magic) by pretending to be Madam Tova. What other examples can you site from the story that show sister magic?
- 3 Why do you think Tori acted so differently around their cousin Megan? What would you have done in that situation?
- 4 Describe the emotions Piper felt about leaving San Diego. How did she feel entering a new school in Pensacola? What do you think of Piper's idea to make new friends? Could she have done anything differently?
- 5 When Piper learned that Chief would be sailing out on the same ship as Michael and Nicole's mom, she felt a special bond with the twins. Why do you think that made a difference in her feelings toward them?

ACTIVITIES

WHERE IN THE UNITED STATES IS PIPER REED?

Piper and her family are moving from California to Florida. Along the way they travel through several states, including Arizona, Texas, and Louisiana. Show the class a map of the United States and have them track the Reeds' journey by first locating San Diego and then the other cities and states mentioned in the book. Divide the class into five groups and have each group research one of the states in the story (California, Arizona, Texas, Louisiana, or Florida). Each group should focus on the climate, terrain, time zone, demographics, state capital, and plants and food indigenous to the area. Each member of the group should have a job, such as finding one piece of this information. Challenge each group to find pictures to share with the class as well. Allow each group to present their findings. Encourage them to be as creative as they wish—use posters, collages, props, etc. **GEOGRAPHY AND RESEARCH EXTENSIONS**

FUTURE BLUE ANGEL

Piper dreams of becoming a Blue Angel when she grows up. Ask the class if they have given any thought to what they want to be. After they give their answers, have a discussion about the various professions. Bring in Help Wanted ads to share with the class. Show them how one is written and the types of information that need to be advertised, such as skill requirements, etc. Then discuss the kind of skills needed to be a Blue Angel. Have students write a Help Wanted ad for the Blue Angels. As an extension, have students write from the perspective of a Blue Angel. Have them write a letter to someone explaining how it feels to fly with the Blue Angels and what some of their job responsibilities are. **SOCIAL STUDIES AND WRITING EXTENSIONS**

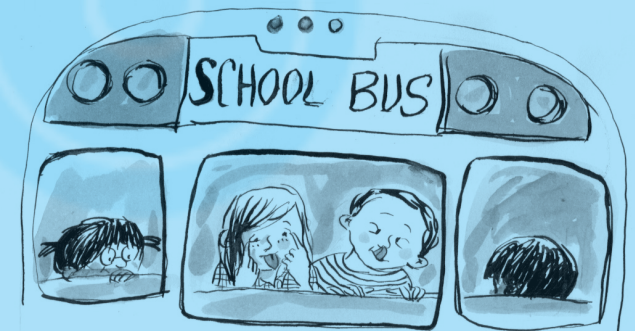
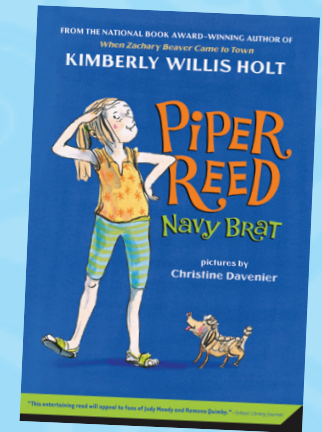
YOU ARE INVITED

Piper distributed Gypsy Club invitations to her classmates. Pretend your classroom is a club and brainstorm about different names for the club. Then have each student create a version of an invitation to this special club and share it with the rest of the class. You may even wish to host an event in your classroom and the invitations could actually be "sent" to another classroom. This is a good grade-level project to share if more than one class is reading Piper Reed. Have your class share their "Where in the United States Is Piper Reed?" projects with another class. Be creative and have fun! **ARTS EXTENSION**

GET OFF THE BUS!

Piper coined the phrase "Get off the bus" to express a multitude of emotions—surprise, happiness, excitement. As an extension activity to the one above, have students try to come up with their own special catchphrase. Share popular colloquialisms with the class to spark the brainstorming (for example, Get out of town, Bless her heart, Don't mess with me).

LANGUAGE ARTS EXTENSION



ACTIVITIES

IT'S ALL IN THE BOX

Edie Morris is the substitute art teacher at Piper's school. For Valentine's Day she has the students make memory boxes. The box needs to showcase anything that represents a special memory. Each box is unique to its creator. Challenge students to create their own memory boxes. In Chief-like fashion, have them first make a list of special memories or a list of things that represent who they are, including hobbies and interests. If shoe boxes are unavailable, students could do the same activity on poster board or construction paper. Display the final pieces in the classroom. **ARTS EXTENSION**

LET ME TAKE YOU THERE

The Reed girls travel to New Orleans to visit an old friend of their mother's. Through sensory imagery, Kimberly Willis Holt successfully transports the reader to the French Quarter. Discuss the concept of sensory imagery in writing and how a good writer taps into all senses to describe a scene, object, or place. As an example, read aloud the passage on pages 64–65 describing the music and smells of the French Quarter. Also read aloud the passage describing Jackson Square on page 70. Have students try their hand at sensory imagery by writing a passage describing a familiar place such as their home or school.

WRITING EXTENSION

MARDI GRAS ELEMENTARY STYLE

New Orleans, in particular the French Quarter, is full of history. Have students do a mini-research assignment on New Orleans—the history, the food, the festivals, etc. Find pictures and jazz recordings to share with the class. Celebrate Mardi Gras in the classroom by making decorative masks out of paper plates, sequins, feathers, etc., and beaded necklaces from painted macaroni. Play New Orleans jazz and march around the room. **RESEARCH, SOCIAL STUDIES, AND ART EXTENSIONS**

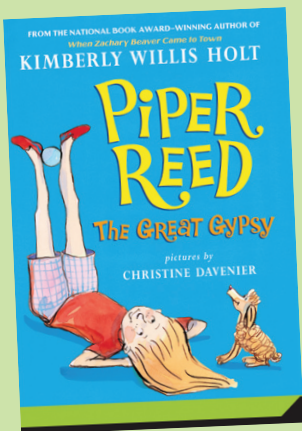
WHAT TIME IS IT?

Chief always uses military time, as does Piper. “Morning colors happened every day at o’eight hundred.” Discuss how to tell military time. Why does the military use this method of telling time? Write the following on a board all can see:

0800 = 8:00 AM	1200 = 12 noon
0900 = 9:00 AM	1300 = 1:00 PM
1000 = 10:00 AM	1400 = 2:00 PM
1100 = 11:00 AM	1500 = 3:00 PM

Ask students if they see a pattern? Have them complete the time chart to midnight. Challenge students to convert time to military time (for example, 2:30 PM = 1430; 4:45 PM = 1645).

MATH EXTENSION



DISCUSSION QUESTIONS

- 1 Piper wanted Bruna to learn tricks and win the Gypsy Club Pet Show. So why is Piper upset when Bruna brings the ball to Brady?
- 2 Piper brings Uncle Leo to school for show-and-tell. It turns out to be entertaining but not in the way Piper had hoped. What happened? Was Ms. Gordon really allergic to “Pepper”? And why does Ms. Gordon’s eye quiver every time she talks to Piper? Can you site examples, either from this book or from *Navy Brat*, of Ms. Gordon’s eye twitching?
- 3 When Mom breaks her leg and Grandma Morris comes to stay, the girls note that Grandma is shorter than Tori. Grandma quips, “Dynamite comes in small packages.” What is she implying? Based on her answer, how would you describe her personality?
- 4 Piper was surprised to find out that Coco Kappel was really her mom. When Piper asked her mother about it, she said that she was “just plain ole Edie Morris from Piney Woods, Louisiana. But I guess I wanted to be someone different, someone more exotic.” Piper said that she knew what Mom meant. What did Mom mean? Have you ever wished to be someone else?
- 5 Piper describes “home” as being anyplace you live. Would you agree with that statement? How would you describe home? There is a saying: Home is where the heart is. Do you think that is true? Is your home physically where you live or is it where your heart is?

DISCUSSION QUESTIONS

- 1 When Tori tries to convince her parents that Piper can take over her babysitting duties, she says that Piper is the most responsible person she knows. Was Piper responsible? Site examples of how Piper is both irresponsible and responsible. Were there other characters that showed responsibility? How?
- 2 Piper says, “When I let myself pretend, everything became possible.” What does she mean by that? How did she clear her head?
- 3 “It’s always the little details that do you in.” Try to remember the three instances when this expression was used and in what context. What does it mean? Do you agree with the statement?
- 4 Do you think Piper spread herself too thin? What could Piper have done differently? Do you think Tori could have done things differently, too?
- 5 Hailey yelled at Piper saying, “We did all the work while you got to be in charge.” Do you agree with Hailey? How do you think everyone felt when the birthday party got ruined? What would you have done differently?

ACTIVITIES

AD AGENCY FOR HIRE

Piper starts her own party-planning business and creates a sign that she strategically places on her neighbor’s lawn. Piper is advertising her business. Help Piper branch out by designing advertising banners promoting her services as party planner, babysitter, or illustrator. Select only one per banner. Discuss the elements of successful advertising. Bring in newspaper ads, circulars, and the phone book to use as examples. **SOCIAL STUDIES AND ART EXTENSIONS**

AN AUTHOR’S LIFE

Sam decides to become an author, then writes a book and sells it at her book signing. Easier said than done! Discuss the mechanics of story writing and the challenges an author faces. You can use this activity to address various writing styles, and the importance of spelling, grammar, punctuation, and of course proofreading. Review story components such as main idea, character development, and setting. Does the story have a beginning, middle, and end? Does it make sense? After the mini-lesson, challenge students to become authors. You may want to post a list of story-starter ideas on chart paper for inspiration. Students may wish to partner with a classmate and become an author/illustrator team, like Sam and Piper. Celebrate by hosting a book signing for parents. **WRITING EXTENSION**

RESEARCH WHO?

Ms. Gordon assigns the class a biographical paper and requires them to research and write a report. She suggests using index cards to organize one’s notes. Piper gets an unknown person to research: Cyrus McCormick. First review the steps in doing a proper research project. Then charge students with the task of doing what Piper did not do, and research this somewhat unknown person of relevance. Find other obscure people to research (the school librarian may be able to help, but here is a list to help get started: Copernicus, Noah Webster, Henry Bergh, Sir Joseph Lister, Emily D. West, Levi Strauss, Clara Barton). Ask students to research these people and present their findings to the class. **RESEARCH EXTENSION**

PIPER REED, WHAT A CHARACTER

After reading all three of the Piper Reed books, download a reproducible activity sheet from us.macmillan.com/series/PiperReed to do a character study of Piper. Students can either draw a circle map or a character web. Place Piper in the center of the map or web, then write all the qualities and things that describe Piper (has dyslexia, likes snakes, wants to be a Blue Angel, etc.). Hang them in the hallway on a bulletin board entitled “Piper Reed, What a Character.”

