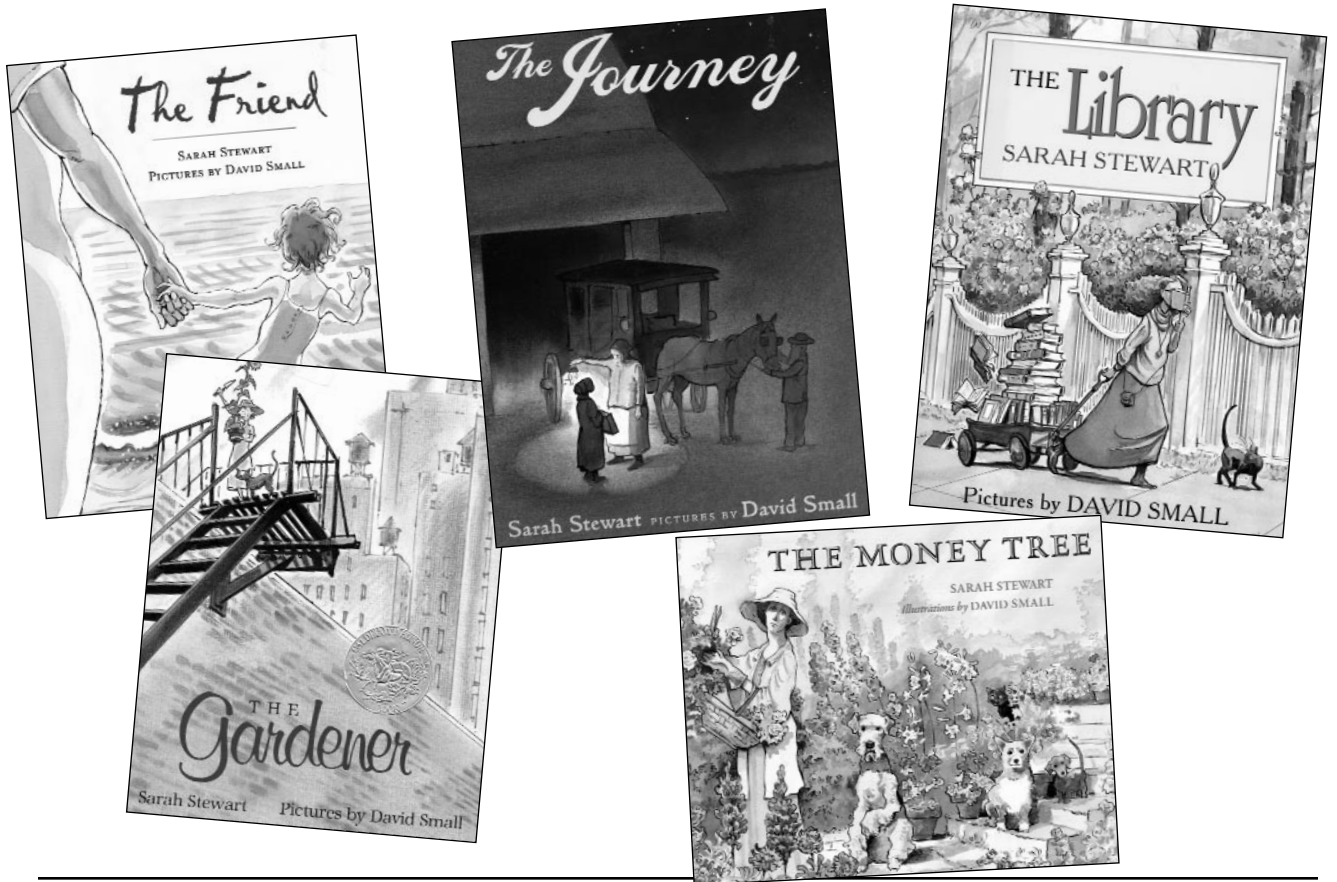


Teachers' Guide

The Works of Sarah Stewart and David Small



Sarah Stewart and David Small are an award-winning team. She provides the lyrical texts, and he the detailed illustrations in *The Friend*, *The Gardener*, *The Journey*, *The Money Tree*, and *The Library*. Stewart chooses every word carefully, and evokes deep meaning from the spare texts that she presents in letter format, diary entries, or witty rhymes. Small uses color, wordless double-page spreads, and, in some cases, large, sweeping brushstrokes to expand the fine nuances of the story. Though each book stands alone, and is perfect for story hour for children in kindergarten through

grade 3, there are many opportunities to use the books within the curriculum to expand students' knowledge of community, relationships, other cultures, and historical time periods that they have yet to study.

This guide includes discussion questions and activities for each book that meet the national standards in several curriculum areas. Also, in an effort to guide young readers to think more critically and creatively, there are discussion questions that highlight the thematic connections between all five books.

NATIONAL STANDARDS:

Information Literacy:

Students

- Access information efficiently and effectively
- Evaluate information critically and competently
- Pursue information related to personal interests
- Appreciate literature and other creative expressions of information
- Contribute positively to the learning community and to society and recognize the importance of information to a democratic society
- Contribute positively to the learning community and to society and participate effectively in groups to pursue and generate information

Language Arts:

Students

- Read a wide range of print and nonprint texts to build an understanding of themselves, and of the cultures of the United States and the world
- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Draw on their prior experiences, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics)
- Adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Conduct research on issues and interests by generating ideas and questions, and by posing problems. Gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience

- Use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

Math:

Students

- Understand meanings of operations and how they relate to one another
- Compute fluently and make reasonable estimates
- Count with understanding and recognize “how many” in sets of objects

Science:

Students

- Understand life cycles of organisms
- Understand organisms and environments

Social Studies:

Students

- Identify examples of rights and responsibilities of citizens
- Locate, access, organize, and apply information about an issue of public concern from multiple points of view
- Explain actions citizens can take to influence public policy decisions
- Recognize and interpret how the “common good” can be strengthened through various forms of citizen action
- Describe and speculate about physical system changes, such as seasons, climate, and weather, and the water cycle
- Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like

Visual Arts:

Students

- Understand and apply media, techniques, and processes
- Choose and evaluate a range of subject matter, symbols, and ideas
- Understand the visual arts in relation to history and culture
- Make connections between visual arts and other disciplines

About *The Friend*

Annabelle Bernadette Clementine Dodd is the only child of very wealthy parents. She lives in a large house by the sea where her only friend is Beatrice Smith, the live-in caregiver that her parents have hired. Each day of the week, Belle and Bea complete chores in the morning and explore the seashore in the afternoon. One day Belle sneaks out of the house to explore the beach alone, and nearly drowns when she tries to retrieve a red ball that has been caught by a wave and swept out to sea. Bea discovers that Belle is missing and rushes to the beach just in time to save the frightened little girl.

Discussion/Activities for *The Friend*

What does the title page spread tell about Belle's family? Why is her father looking at his watch? Who is Belle's friend?

Look at the illustration opposite the first page of text. What is Bea thinking? Describe what Belle is feeling.

Belle sometimes spends a quiet afternoon in Bea's small rooms in the Dodd mansion. How is Bea's bedroom different from Belle's bedroom? Think of words that best describe each character's room. Ask students to write a brief story titled "The Night I Spent the Night with Belle" or "The Night I Spent the Night with Bea." Encourage students to read their stories in class.

The story doesn't indicate Belle's age. Ask students to use the illustrations as clues, and determine her age. Belle helps Bea by doing very grown-up chores. Which chores does she enjoy the most? How does she make each grown-up chore fun?

The story is written in the third person, and switches point of view on the last page. Who is the woman on the last page? How do we know

that she is a writer? Compare the room that she is standing in to Bea's room in the Dodd house. Why does she prefer a room like Bea's?

Discuss why Belle goes to the seashore alone. How does Bea know to look for Belle on the beach? Describe what Bea is feeling after she pulls Belle from the water. How does Belle try to comfort Bea?

Ask students to discuss the purpose of the wordless double-page spreads in the book. Introduce them to the adage "A picture is worth a thousand words." Have them tell the story of each wordless spread.

Older students may want to talk about the period in which the book is set. Ask students to take clues from the illustrations to support their thoughts. Debate whether Bea's life would be different if she were a caregiver in today's society.

About *The Gardener*

In 1935, Lydia Grace Finch is sent to the city to live with Uncle Jim until her family can recover from the struggles of the Great Depression. Unsure of what life will be like with an uncle who rarely smiles, Lydia Grace makes the best of her circumstances and helps Uncle Jim in his bakery, makes friends with the bakery workers, and sees an opportunity to bring beauty to the neighborhood by planting a rooftop garden. Along the way, she writes letters to her parents and grandmother that chronicle her life away from home, and always ends with a report about her greatest goal — to make Uncle Jim smile.

Discussion/Activities for *The Gardener*

Study the end pages of the book. Name the vegetables that grow in Lydia Grace's garden. Make a list of other vegetables that Lydia

Grace might grow. Find out the best time of year to plant the vegetables, and record on a calendar the time for harvesting the crop.

August 27, 1935: Lydia Grace’s grandmother helps her pack to go and live with Uncle Jim. Classify the items that Lydia Grace is packing (e.g., underwear, shirts, socks). What other items in the room might Lydia Grace take with her to the city? Ask students to make a list of personal items that they would take with them if they were going away for a long visit.

Lydia Grace arrives at a very large train station in the city. Note that the only color on this double-page spread is on Lydia Grace. What is David Small telling us about Lydia Grace? What is the purpose of the light surrounding her? Discuss what Lydia Grace is feeling. Contrast this illustration to the scene in the train station at the end of the book, when Lydia Grace is returning home. Discuss what the yellow tones symbolize. What is Uncle Jim feeling?

Lydia Grace writes a poem for Uncle Jim as a Christmas gift. Ask students to imagine what the poem might be about, and have them write and illustrate a poem that Lydia Grace might have written. Encourage students to share their poems in class.

Study the illustration of the inside of Uncle Jim’s bakery on April 27, 1936. Note that bread is five cents a loaf. How much might he charge for cookies, rolls, and muffins? Calculate how much money it would take to buy two loaves of bread, three cupcakes, one pie, and two cakes.

Lydia Grace leads Uncle Jim to her secret place on July 4. Ed and Emma are there, and so is the cat. What is Uncle Jim’s reaction to the rooftop garden? Note the fine details of the double-page spread. How do the four characters plan to celebrate the Fourth of July? Ask students to draw a picture that

illustrates how their family spends this holiday.

Record the date of Lydia Grace’s first and last letters on a calendar. How many days was she away from home? Write a letter that Lydia Grace might write to Uncle Jim when she returns home.

About *The Journey*

Hannah, a young Amish girl, travels with her mother and a friend to Chicago, where she is introduced to the wonders of the city. They leave their small community in a horse and buggy and board a bus that delivers them to a hotel with all the modern conveniences. Each night, Hannah records the day’s events in her diary. She doesn’t want to forget the magic of the large department store, the boat ride, the aquarium, the public library, and the art museum. The city is exciting, but with each new site, Hannah is reminded of things at home and how much she loves her simple life.

Discussion/Activities for *The Journey*

How does the artwork on the end pages at the beginning of the book, the title page, and the first double-page spread indicate that the characters are embarking on a journey? Discuss how the end pages in the back of the book reveal the end of the journey.

What is the difference between a journey and a trip? Discuss how Hannah’s trip to Chicago becomes a personal journey. What does she learn from her journey?

Discuss why Hannah calls her diary her “silent friend.” Write a diary entry that Hannah might write on the night she returns home.

The Amish people lead very simple lives, and most don’t have modern conveniences. Discuss how David Small uses color and

wordless double-page spreads to illustrate the contrast between the rural, simple life of the Amish and the busy, bustling life of city dwellers.

Explain what Hannah means when she states in her Wednesday diary entry, “Going down the street is like making a journey across the whole world.”

Note the painting that Hannah is viewing in the art museum. Why is she drawn to this particular work? Encourage students to take a virtual trip to the Art Institute of Chicago (www.artic.edu) and see other paintings that Hannah might see while visiting the museum.

Hannah writes poems in her diary and plans to give Aunt Clara her two favorite poems. Think about what Hannah has seen and what she feels and misses about home. Write and illustrate the two poems that Hannah gives to Aunt Clara.

About The Library

Elizabeth Brown is shy and nearsighted, and instead of playing games with other children, she buries her head in books. She reads on the porch, she reads in bed, and she even daydreams about entering a “readers’ olympiad.” When she is sent away to school, she packs her books and begins checking them out to friends. Over the years, Elizabeth collects so many books that her house is filled from floor to ceiling. Just as it appears that there isn’t room for one more book, Elizabeth has an idea — she starts a free public library.

Discussion/Activities for *The Library*

How does David Small, the illustrator, use the endpapers to suggest what the book is about?

Have students look at the entire book without reading the text. Ask the class to choose words that best describe Elizabeth. Read the text aloud. Ask students to compare their descriptions of Elizabeth with the way she is presented in the book by Sarah Stewart.

Note the black-and-white sketches located near the text on each page (e.g., the stork on page 7). What is the purpose of these motifs?

Elizabeth Brown decides to settle down and begins tutoring for pay. Discuss why tutoring is a good job for Elizabeth Brown. Speculate: Whom does she tutor? What subject might she tutor?

Ask students to suggest book titles for the children’s collection at the Elizabeth Brown Free Library. Have them share their suggestions in class and explain their choices. Have the class determine how each book should be classified.

Sponsor a class “readers’ olympiad.” Ask students to draw up the rules (e.g., the number of books or pages to be read, ways to share the books, how winners are to be chosen). Ask each student to design a bookmark that might be given to a child who participates in the event.

Tell students that the Boston Public Library is the first public library in the United States to lend a book. Encourage students to visit the Web site for the Boston Public Library (www.bpl.org), and ask them to find out what programs the library offers children. Students may also be interested in finding out the history of the public library in their community.

About *The Money Tree*

Miss McGillicuddy lives alone in a farmhouse with only her animals to keep her company. In January, she notices an unusual tree growing outside her window, and as the seasons come and go, Miss McGillicuddy realizes that instead of growing leaves, the tree is producing dollar bills. Suddenly, the once quiet little farm is bustling with strangers who come to pluck bills from the mysterious money tree. As the year draws to an end and the first frost appears, Miss McGillicuddy returns to a quiet life and uses the tree for firewood.

Discussion/Activities for *The Money Tree*

What does the title page suggest about the setting of the book?

The book begins in January, when it is cold outside and snow is on the ground. Study the picture on the first page of the story. What are Miss McGillicuddy's wintertime activities? Discuss how her activities change with each month of the year.

Miss McGillicuddy has a May Day celebration for the children who live near her farm. She gives each of them money from the money tree. Count the children who come to Miss McGillicuddy's party. If she gives each of them five one-dollar bills, how much money does she give away?

Make a money tree for the classroom. Have students make one-dollar, five-dollar, and ten-dollar bills to attach to the tree. Divide the class into small groups and ask each group to create a math problem using the money tree.

In July, town officials ask Miss McGillicuddy if they can take money from the tree for some special projects. Brainstorm ways the community might use the money (e.g., a public swimming pool, a park or playground for

children). Divide the class into groups, and ask each group to select a project to present to Miss McGillicuddy. Instruct them to provide an artistic rendering of the project, and offer an oral sales pitch.

Ask students to write a thank-you note to Miss McGillicuddy from the mayor of the town. The note should include a description of the community project that the money funded.

Discuss why Miss McGillicuddy is never interested in the money for herself. Why is she relieved when the leaves on the money tree turn yellow and brown? How is her life better when she cuts down the tree? What does the tree offer Miss McGillicuddy that it doesn't provide anyone else?

CONNECTING THE BOOKS

Intergenerational Relationships

Compare and contrast Belle's relationship to Bea in *The Friend* with Lydia Grace's relationship to Uncle Jim in *The Gardener*. What is Hannah's relationship with Aunt Clara in *The Journey*? Students may enjoy sharing a special relationship they have with a grandparent, aunt, or uncle.

Family

Define family. Compare Belle's family in *The Friend* with Lydia Grace's family in *The Gardener* and Hannah's family in *The Journey*. Think about Miss McGillicuddy in *The Money Tree* and Elizabeth Brown in *The Library*. Who are their families?

Friendship

Discuss the idea that a best friend doesn't always have to be a person. Hannah in *The Journey* calls her diary her "silent friend." Discuss who Miss McGillicuddy in *The Money Tree* and Elizabeth Brown in *The Library* would say are their best friends. Have students write a paragraph about their best friend.

Encourage them to share their writing in class. Make a chart with three columns. Label them **Person**, **Animal**, and **Thing**. Ask students to classify their best friend by one of these categories.

Community

Define community. How do Lydia Grace in *The Gardener*, Miss McGillicuddy in *The Money Tree*, and Elizabeth Brown in *The Library* contribute to their communities? Look carefully at the illustrations of the Amish community in *The Journey*. How do the Amish people help and serve one another?

Journey

Talk about the idea that a person may make many journeys in a lifetime. Compare Hannah's journey in *The Journey* with Lydia Grace's in *The Gardener*. How is each girl's journey different from the way she normally lives? Discuss how Belle in *The Friend*, Miss McGillicuddy in *The Money Tree*, and Elizabeth Brown in *The Library* take a different kind of journey. What does each character in the five books learn on her journey?

Hope

Sarah Stewart says that she finds hope in libraries and gardens. How does she communicate hope in each of her books? How does David Small convey hope in his illustrations? Ask students to pick one color that they think best illustrates hope.

About the Author

Like Elizabeth Brown in *The Library*, Sarah Stewart was a skinny, nearsighted, and very shy child. She was born in Corpus Christi, Texas, and spent most of her childhood there, where she loved digging in her grandmother's garden. Books were her best friends, and she often retreated to a large closet in her parents' house to read in solitude. She is a published poet and has always kept a diary. To this day, she enjoys daydreaming, reading, and writing in the library of her Michigan home, where she lives with her husband, David Small. She has three grown children.



photo © David Small

About the Illustrator

David Small grew up in Detroit, but has fond memories of spending childhood vacations on his grandparents' farm in rural Indiana. As a child, his mother often took him to the art museum, but at the time he felt little for the European masters' works. However, after he took a school trip to the automobile factories and then, at the museum, saw a mural about the car industry painted by Diego Rivera, life and art fused for David. He realized "the very real power artists have to shape our vision of the world." David studied art and English at Wayne State University, and, after receiving an M.F.A. at Yale, he began teaching drawing and printmaking at the university level. He is the author and/or illustrator of many children's books, and enjoys collaborating with his wife, Sarah Stewart.

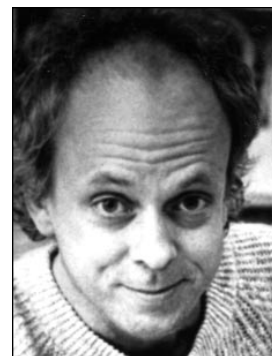


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For more on Sarah Stewart and David Small:

Magazine articles:

Katherine Romano. "The Evolution of Sarah Stewart and David Small." *Teaching K-8* magazine. March 2003.

Web site:

www.fsgkidsbooks.com

Contains more information about Sarah Stewart and David Small and their books

For more on David Small:

Web site:

www.TeachingBooks.net

See Authors Up-close for a video and full-length interview with David Small

THE WORKS OF SARAH STEWART AND DAVID SMALL

The Friend

ISBN-10: 0-374-32463-8 · ISBN-13: 978-0-374-32463-6

The Gardener

ISBN-10: 0-374-32517-0 · ISBN-13: 978-0-374-32517-6

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A Caldecott Honor Book
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The Library

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This guide was prepared by Pat Scales, Director of Library Services,
South Carolina's Governor's School for the Arts and Humanities, Greenville, South Carolina.
