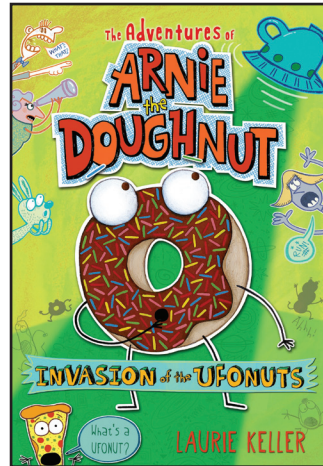
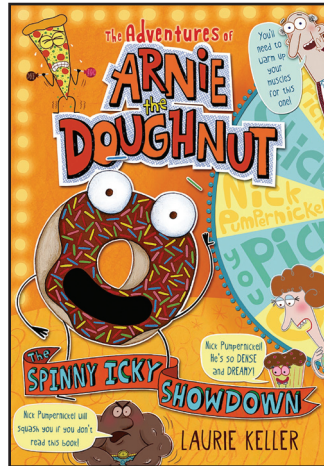
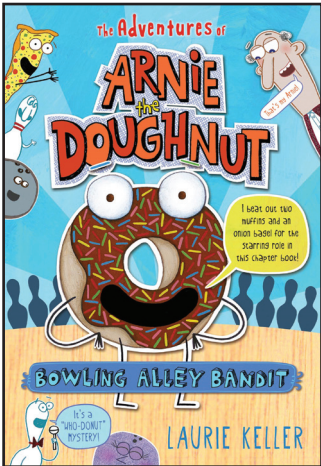


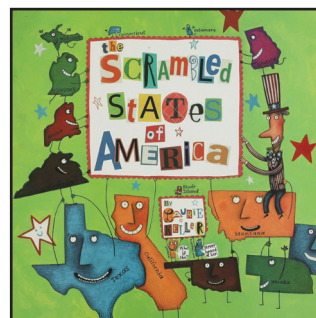
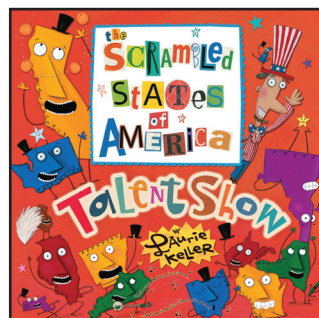
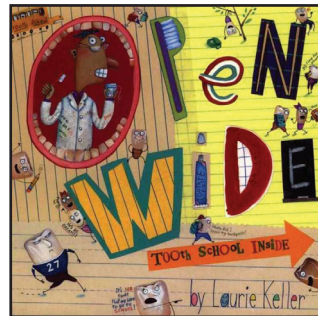
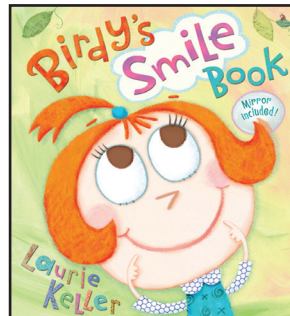
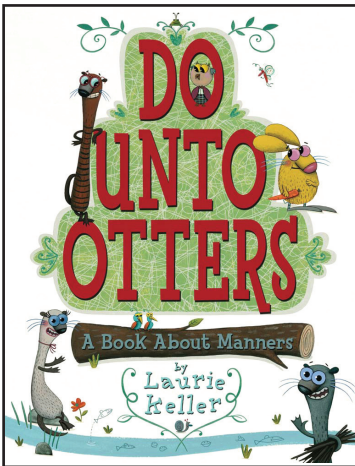
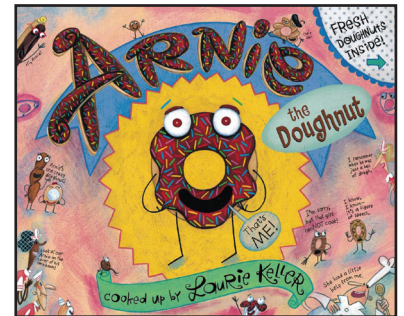


A Teacher's Guide for the picture books and chapter books written and illustrated by **LAURIE KELLER**

FOR USE WITH COMMON CORE STATE STANDARDS



Books for Ages 4-10



About Laurie Keller's books:

LAURIE KELLER writes funny books that tell inviting stories of adventure and some that blend fact and fiction. She recognizes the power of humor in books for readers who are ages 4-10. Her books contain comedic, detailed illustrations that support readers meaning making. In her books, readers are exposed to characters and events that invite them to participate, connecting to the humor and awaiting the page turn (and the next and the next).



About the Author:

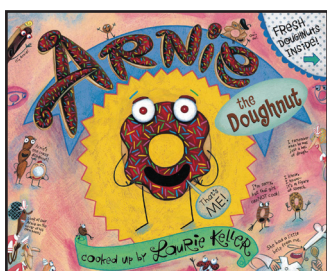
Laurie Keller is the acclaimed author-illustrator of *Do Unto Otters*, *Arnie, the Doughnut*, *The Scrambled States of America*, and *Open Wide: Tooth School Inside*, among numerous others. She grew up in Muskegon, Michigan, and always loved to draw, paint and write stories. She earned a B.F.A. at Kendall College of Art and Design, then worked at Hallmark as a greeting card illustrator for seven-and-a-half years. Her first children’s book idea came to her one night while falling asleep and it wasn’t long after that she quit her job, moved to New York City, and soon published her first book. She loved living in New York, but she has now returned to her home state, where she lives in the woods on the shore of Lake Michigan.

About the teacher’s guide:

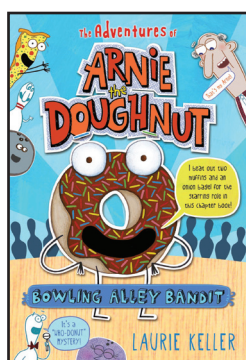
This teacher’s guide is organized to highlight the ways that Laurie Keller’s books meet the Common Core State Standards. Since Laurie Keller is both author and illustrator, students can draw on her storytelling abilities, utilizing pictures and words. Keller uses illustrations to support the expression (and deepening) of her story ideas. She incorporates meaningful and playful language usage. Plus, she tells well-crafted, sequential tales. There is so much to learn, as both reader and writer, from this author and illustrator.

To attain specific Common Core grade-level standards for their classrooms and students, teachers are encouraged to adapt the activities in this guide to their classes’ needs. You know your kids best!

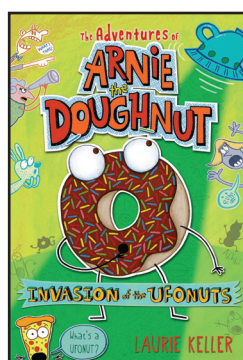
TEACH THE ARNIE, THE DOUGHNUT SERIES!



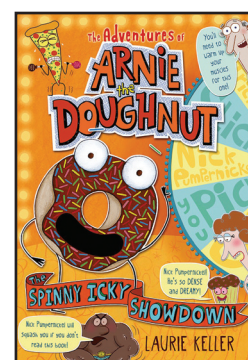
Ages 4-8
HC 9780805062830
Also available in eBook



Ages 7-10
HC 9780805090765
PB 9781250072498



Ages 7-10
HC 9780805090758
Also available in eBook



Ages 7-10
HC 9780805090741
Also available in eBook

IDEAS FOR TEACHING: READING LITERATURE STANDARDS

Note: Across grades 1-4, RL standards 1, 2, 4, and 7 can be strongly addressed while reading and teaching Keller’s fun and engaging texts. The main idea of each standard is consistent across the grades, yet the depth of the work grows for readers as they do.

ENCOURAGE STUDENTS TO ASK QUESTIONS

Laurie Keller's books weave together elements of fiction and informational texts. Facts merge with a storyline and blend to tempt readers who may not choose informational texts first. In some of her texts, readers learn about the United States, teeth and oral hygiene, and manners. Although miniature states talking and a rabbit discussing manners point to fiction, Keller uses story and humor to pull readers into informational topics.

ACTIVITY/ENACTMENT:

In a reading notebook, have your students record questions that they have about the characters, the events, or for the author. Encourage students to ask questions about: Who? What? Where? When? How? Why? All of Keller's texts are fast-paced with lots of twists and turns to prompt discussion.

Then, have students try to answer their questions from memory. Next, have students find the answers to their questions in the text and record the page number where they find the answers. Learners, then, cite text evidence to support their thinking.

Lastly, have students share the questions they have for small group or partner discussion.

Sample questions for *Arnie the Doughnut: The Spinny Icky Showdown*:

- o How could Peezo and Arnie win?
- o Why is Nick Pumpernickel so mean?
- o How does Laurie Keller keep coming up with more ICK words?



READING LITERATURE STANDARDS

RL 1.1 Ask and answer questions about key details in a text.

RL 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RETELL THE STORY

Read the picture book *Arnie, the Doughnut* to your class. Then, invite students to participate in interactive read-alouds of the chapter books, depending on their reading level.

Encourage students to pay close attention to word choice, descriptive phrases, story lines, plot twists, and character development. Ask students questions to emphasize comprehension and have them tell, in their own words, what happened in the book during the read aloud.

ACTIVITY/ENACTMENT:

Invite students to retell the stories of Arnie the Doughnut in their own words by creating their very own comic about Arnie the Doughnut. Have students create their own comic as a mode of retelling the stories of Arnie the Doughnut and as a means of demonstrating the sequence of the story.

Students can create between three and six comic panels to tell important details from the beginning, middle, and end of a chapter or section of the book.

Have students write, draw, and color their comic to make it their own while still representing the Arnie the Doughnut books. Ask students to share their comic with a partner or a small group.

Teachers can hang these projects on a bulletin board or door with other Arnie the Doughnut pieces and tips for retelling stories for students.

READING LITERATURE STANDARDS

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

WORD HUNT TO BUILD VOCABULARY

As an author, Laurie Keller is a wordsmith! Words, words, words . . . Keller plays with the English language (and other ones too—ooh la la). Nurture readers into considerations of word choice and help identify unknown words to build existing vocabulary.

ACTIVITY/ENACTMENT:

Invite students to a word hunt to help build their vocabulary.

To start, choose a focus based on the needs of your students. For example, students can read and record funny phrases, students can seek specific word categories (nouns, adjectives), and students can find places characters are talking to focus on dialog between characters.

Encourage students to identify and ask questions about unknown words in the stories. There are plenty of unique words and phrases for students to hunt in the Arnie the Doughnut books.

Some ideas for inspiration:

Arnie, the Doughnut (the picture book)
frantically whispered | feverishly wrote

Arnie, the Doughnut: Bowling Alley Bandit

“And, finally, Mr. Bing—he’s the CINNAMON TWIST. He looks plain at first, but his personality has a surprising “spice” to it. And when he releases the ball, his arm does a little TWIST over his head.”

Arnie, the Doughnut: Invasion of the UFOnuts
outer spastry | caked crusader

READING LITERATURE STANDARDS

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

WORDS AND PICTURES WORK TOGETHER

Laurie Keller uses her entertaining illustrations to engage and educate young readers. For example, in the Arnie the Doughnut series, each page is full of line drawings with labels and captions to entice readers, supporting their understanding and inspiring their creativity (as well as eliciting a laugh or two.)



ACTIVITY/ENACTMENT:

Ask students to provide their ideas of how the words and pictures work together. Have students replicate an illustration from the Arnie the Doughnut series that supports their understanding of the story. Students can find a place in the story where they were ‘stuck’ and looked to the illustration for help. Ask students to write a sentence or two explaining how the illustration helped them gain comprehension.

READING LITERATURE STANDARDS

RL 1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL 3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

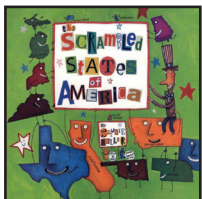
RL 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

TEACH OTHER BOOKS BY LAURIE KELLER THAT CONNECT TO THESE STANDARDS!

MORE GREAT BOOKS BY LAURIE KELLER that connect to these standards:

Laurie Keller’s books weave elements of fiction and informational texts such as topics, humor, story, and, in general, learning. Facts blend into the storylines with appealing characters (states, otters, teeth) to tempt readers who may not gravitate toward informational books. Some topics she covers are U.S. geography, dental care, manners, and the importance of smiling.

Note: Reading Informational Standards 1, 2, 4, and 7 align to the Reading Literature standards. Thus, it is possible to consider both standard sets for using this set of blended books by Laurie Keller in your classroom.



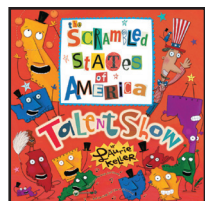
Ages 4-8
HC 9780805058024
PB 9780805068313
Audio 9781427207302

ABOUT THE BOOK

The Scrambled States of America is a funny story where students interact with and learn the names, shapes and locations of the fifty states. It begins with Kansas who announces that he’s sick of being stuck in the middle of the country. “. . . We never go anywhere, we never do anything and we never meet any new states.” As it turned out, all the states were ready to relocate so that’s just what they did—all 50 of them! This tall tale—narrated by good ol’ Uncle Sam—will leave readers with many questions to ask and answer as they read.

ACTIVITY/ENACTMENT:

Have students write about a time that they traveled to another state or about a family member who lives in another state. Encourage students to write this story with details about the neighboring states. As each student tells a story about various states, create a class map to collect the stories and document the locations of each state and setting. This writing has potential to be a class occasion with families to celebrate family history, writing, learning, and more.



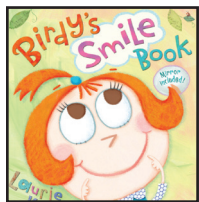
Ages 4-8
HC 9780805079975
PB 9780312628246
Also available in eBook

ABOUT THE BOOK

The Scrambled States of America Talent Show is another frolicking geographical adventure and second chance to learn even more about these peppy, quirky states. The endpapers detail the birthdates and abbreviations for each state (with a nod to Abbott and Costello’s classic “Who’s On First?” comedy routine). Points of correlation to some states include references to Iowa’s corn, Wisconsin’s cheese, and Idaho’s potatoes. Uncle Sam is back in the role of storyteller and begins with the lead: “It all started quite simply, really . . .”

ACTIVITY/ENACTMENT:

Who wouldn't want to have their own talent show? Students can read this adventure and then present their own talents working in groups. Such an event brings forth literacy learning (reading, writing, listening, speaking) in a new light. By connecting the arts—singing, dancing, joke telling, acting, painting—students utilize words in wonderful ways.



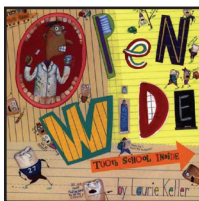
Ages 4-7
HC 9780805088830
Also available in eBook

ABOUT THE BOOK

Birdy's Smile Book is a joyful picture book that highlights the sometimes overlooked importance of the simple act of smiling. Reaching toward a younger audience, it speaks to the social and emotional value of a smile and how there are all different kinds of smiles (small and sweet; big and shiny, etc). Keller's artwork enhances the experience. Here she continues her word invitations to readers. "Did you know someone who studies laughter is called a gelotologist?" "Then what do you call someone who studies JELL-O?"

ACTIVITY/ENACTMENT:

Make a new friend?! All it takes is a smile. Students take a school tour looking for people's smiles and sketch or photograph those smiles. Back in class, students write to describe them, drawing on Keller's descriptive writing. Students engage with the craft of writing and get to know their school community members. Imagine this bulletin board!



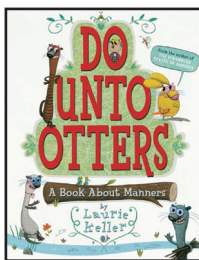
Ages 4-8
HC 9780805061925
PB 9780805072686
Also available in eBook

ABOUT THE BOOK

Open Wide: Tooth School Inside is set in a school for teeth with, you guessed it, teeth as characters. *Open Wide* contains inventive collaged art (including real photos of all kinds of teeth), an amusing storyline, and true facts about teeth. Keller incorporates vocabulary such as incisors, bacteria, cavities, and plaque. Toward the end, each "tooth student" presents a report citing tooth history from various time periods like Ancient Egypt, 9th century Mayan times, and the 1600s in Japan. This text includes a "Handy teeth chart" in the back matter.

ACTIVITY/ENACTMENT:

Using mirrors students engage in their own research inside their mouths. What do they notice about their own teeth? Students can sketch and/or jot notes of what they see. Using the handy teeth chart in the back of this book, students can try to create their own model. Maybe using mini-marshmallows?!



Ages 4-8
HC 9780805079968
PB 9780312581404
Also available in eBook

ABOUT THE BOOK

Do Unto Otters: A Book About Manners demonstrates that humor always works. This book builds on the idiom: "Do unto others . . ." Rabbit learns how to be a good friend and neighbor to his new neighbors, the Otters, although in his own words, "I don't know anything about otters. What if we don't get along?" *Do Unto Otters* is a fun book that introduces words like friendly, polite, honest, and considerate to a learning space. It is a fabulous start-of-the-school-year informational book about manners with comedic, expressive illustrations.

ACTIVITY/ENACTMENT:

Have students think of a time when someone was a good neighbor to them—and act out the exchange with a classmate or two. Then students record the story and illustrate it. This makes a great beginning of the year activity to establish class guidelines for how to treat "otters."





READING LITERATURE STANDARDS:

- RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

READING INFORMATION TEXT STANDARDS:

- RI 1.2 Identify the main topic and retell key details of a text.
- RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

IDEAS FOR TEACHING: USING COMMON CORE WRITING STANDARDS TO TEACH THE BOOKS BY LAURIE KELLER

Note: Across grades 1-4, writing standard 1, 3, 7, and 8 would be meaningfully addressed by these texts. Of course, depending on the age and ability of the writer, there is an expectation of deepening each standard as the learner grows.

SHARE OPINIONS

W 2 suggests that students share opinions. Readers will have strong reactions to the playful frolics of Keller's characters, and they will have something to say about it. This standard asks students to introduce the story, state an opinion, back up that opinion with details from the story, and provide a concluding statement. A few ideas to fuel the writing: What did you think of the Otter family? Which state was a favorite of yours? What was the best Arnie antic?

ELABORATE

W 3 invites students to write a narrative, based on real or imagined experiences, with descriptive details. Writers elaborate the events, using temporal words to support the sequencing. Keller models imaginative stories that invite readers/writers to think outside the box. How about a doughnut dog as one's mentor character? Imagine all the places kids could go.

RESEARCH

W 7 asks writers to conduct short research projects. Keller's blended texts provide examples with topics of teeth, manners, and the United States. In earlier grades, students can share the research, reading multiple books to locate facts. Later students are expected to delve into focused aspects of the topics that they chose. Illustrations can be teaching tools, given Keller's exemplars.

WRITE WHAT YOU KNOW

W8 proposes writing from one's own experiences. Looking at Keller's texts, students could consider when they lost a tooth, traveling to another state, or making a new friend or neighbor. Of course, these can serve as a springboard to a multitude of possibilities.



WRITING STANDARDS

W 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W 2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ABOUT THE AUTHOR OF THE GUIDE:

This guide was written by Mollie Welsh-Kruger, Instructor at Bank Street College of Education, former New York City Department of Education 2nd grade teacher.

