



PENGUIN'S GUIDE TO

CHAPTER BOOK SERIES

LESSON IDEAS TO TEN SERIES
MATCHED TO SUPPORT A STANDARDS-BASED
CURRICULUM FOR GRADES 2-4



INSPIRE • ENGAGE • EDUCATE



DEAR EDUCATOR,

Welcome to Penguin's Guide to Chapter Book Series. Series books are a wonderful resource for motivating students to read independently. They contain characters and situations that students can relate to and often take place in family or school settings. When children find a series that they like, they typically want to read more of the same type of book. Wide reading helps students develop fluency, expand their vocabulary and word knowledge, and develop lifelong habits and a love of reading. The series in this guide are ideal for primary and intermediate students who are transitioning from picture books and beginning readers to chapter books.

The Common Core State Standards (CCSS) for ELA expect that students will **read and comprehend a range of texts at varying text complexity levels**. The skills that students develop while reading early chapter books support them when they read more complex texts. This guide contains lesson ideas for each series that are matched to the CCSS and support a standards-based curriculum. The guide provides suggestions for introducing each series to students through book talks or read-alouds. Setting up classroom routines such as "turn and talk" facilitates classroom discussions about texts. Establishing routines for independent reading, partner reading, and literature circles will support students' engagement in reading.

Encourage students to make connections among the different series. Discuss how Clueless McGee and George Brown seem to always get into trouble, even when they are trying not to. How do Princess Posey and Ty Perry both feel about school? How are the adventures Alfie and Emilia have in Recipe for Adventure similar to Sparky's in The Magic Bone? They will likely come up with many more connections between the series, the settings, and the characters within each setting. We hope you enjoy helping them make these connections.

Use this guide as a tool to help as your students evolve as strong readers with a love of reading. Have a great school year!

*** PENGUIN SCHOOL AND LIBRARY ***

TABLE OF CONTENTS

AMBER BROWN.....	PAGE 3	THE LIFE OF TY.....	PAGE 9
CLUELESS MCGEE.....	PAGE 4	MAGIC BONE.....	PAGE 10
ELLRAY JAKES.....	PAGE 5	PRINCESS POSEY.....	PAGE 11
GEORGE BROWN, CLASS CLOWN.....	PAGE 6	RECIPE FOR ADVENTURE.....	PAGE 12
HERE'S HANK.....	PAGE 7	TEACHERS ARE TALKING.....	PAGE 13
HORRIBLE HARRY.....	PAGE 8	EXPLORE ALL THE TITLES.....	PAGE 14

This guide was prepared by Barbara McLaughlin. Barbara is a literacy consultant based in Boston, MA. She was the senior program director for the elementary ELA Program in the Boston Public Schools from 2008–2012 and the director of reading for Boston Public Schools from 2004–2008. She was a classroom teacher and a reading specialist for over twenty years. She holds a BS in Elementary Education, an MEd in Reading, and an MA in Children's Literature.



AMBER BROWN

BY PAULA DANZIGER

WHO IS AMBER BROWN? Amber Brown is exuberant, funny, smart, messy, and resilient. She is a typical third grader when the series begins, yet she is uniquely herself at the same time. Her parents are divorced. She lives with her mom and misses her dad, who lives in France. She is a loyal friend, especially to her best friend, Justin.

FOR THE TEACHER: The Amber Brown books are written in a first-person, present-tense narrative that engages children from the first page. While the tone of each book is humorous, Amber deals with difficult issues, such as her parents' divorce and having her best friend move away. Girls will identify with Amber and the problems she faces in school and at home. These books are particularly appropriate for students in grades 3 and 4.

CURRICULUM CONNECTIONS: The best way to introduce your class to the Amber Brown series is to read aloud the first book, *Amber Brown Is Not a Crayon*. This shared experience will motivate students to continue reading about Amber and her family and friends. Place copies of books in the series in the classroom library for independent reading. Multiple copies of each title will allow for paired reading and literature circles. Each lesson idea below contains a reference to the ELA standards that are addressed.

★ During the read-aloud, ask students questions that will lead to an understanding of the story. Ask them to cite evidence from the story to support their responses. How do we know that Amber and Justin are best friends? Why does Amber get angry with Justin? How do they become friends again? Encourage students to support their responses with evidence from the text and to ask their own questions when they reading independently. [RL.3.1; RL.4.1]

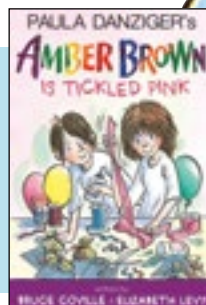
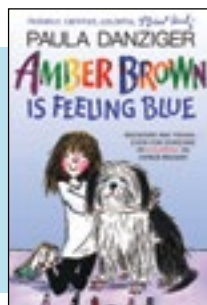
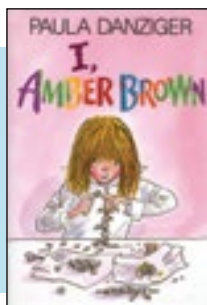
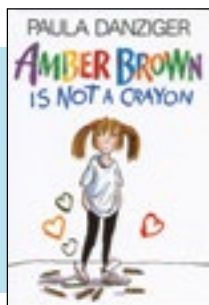
★ During the reading, stop occasionally to discuss Amber as a character. With the students, create a chart that describes Amber: her traits, her feelings, and how she acts. Ask students to use evidence from the story to support each characteristic and tell how it influences the plot. [RL.3.3; RL.4.3]

★ Model how to determine the meanings of multiple-meaning words during the reading by the use of context or other strategies. For example, on page 19, stop after reading the paragraph about eating food in China but not on china to think aloud that *china* must refer to plates while *China* is a country. Encourage students to use this self-monitoring strategy in their independent reading. [L.3.4; L.4.4]

★ Have students read other books in the series and keep a reading journal. Entries can include opinions about the books, detail how the books are similar or different in theme or plot, or focus on descriptions of characters. Display students' entries on a bulletin board or in a classroom binder so classmates can read one another's entries. This provides a check for understanding and will motivate students to read other books. [RL.3.9; RL.3.10; RL.4.10; W.2.1; W.3.1; W.4.1; W.4.9]

★ Use a protocol for literature circles, such as the one found on the IRA's www.readwritethink.org site. Model the different roles and strategies for students. Have each group choose multiple copies of one of the Amber Brown books and read and discuss it using the protocol. [SL.3.1; SL.4.1]

CHECK OUT
THESE
BOOKS IN THE
SERIES!



CLUELESS MCGEE

BY JEFF MACK

WHO IS CLUELESS MCGEE? Clueless (PJ) McGee is an impulsive fifth grader who lives with his mother and kindergarten-age sister, Chloe. His father is away on what PJ thinks is a secret mission, although the reason for his father's absence is somewhat unclear. PJ wants to be a private eye like his father and feels his awesome ninja moves will help him solve cases. He writes his father a series of letters complete with illustrations telling him about his cases. PJ maintains his good nature even while he is constantly in trouble with his teacher and principal and is bullied by his classmate Jack B. His vulnerability comes through despite his bravado.

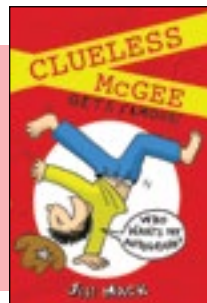
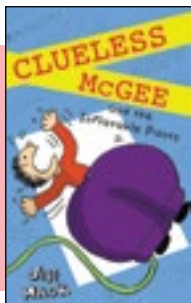
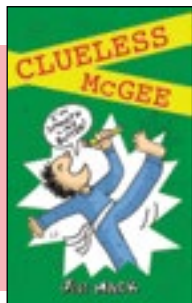
FOR THE TEACHER: The Clueless McGee books are very amusing early graphic chapter books written in the form of letters. Fourth and fifth grade students will enjoy reading about PJ and his efforts to be a private eye. His humorous antics and the cartoonlike illustrations will engage even reluctant readers. The humor starts with the title, as PJ is truly clueless, often misinterpreting what is going on around him. By comparing the text with the illustrations, the perceptive reader will come to realize that what PJ says and thinks are usually totally at variance with reality.

CURRICULUM CONNECTIONS: Introduce *Clueless McGee* to the class during a book talk. This will encourage students to read it during independent reading and orient them to the format. The humor in these texts is often subtle, and students may need support in seeing through PJ's unreliable narration. Place copies of each book in the classroom library for independent reading. Each lesson idea below contains a reference to the ELA standards that are addressed.

★ Explain to students that *Clueless McGee* is a form of chapter book called a graphic novel and that the illustrations convey as much of the story as the words do. Tell them that the main character is PJ McGee. Show them the cover and ask them what the word *clueless* means and why they think PJ has this nickname. Read aloud the first chapter, showing students the illustrations as you do. Ask them to pay attention to what they learn about PJ. At the end of the chapter, record students' responses on chart paper. Ask students to confirm or discount their predictions as to why PJ is called Clueless. Make sure that students provide evidence from the text or illustrations to support their responses. [RL.3.3; RL.4.3]

★ In another lesson, explain to students that PJ is the narrator of the books and that the author chose a letter format. PJ tells the story from his point of view, which is often different from what is actually happening, and this contributes to the humor in the book. Read the beginning of chapter two, through page 19. Tell students that PJ feels Mrs. Sikes put him in the "Hot Spot" by mistake. Discuss whether they think this is true. Explain that while they are reading the book independently, they should think about whether what PJ writes about is real or his perception. Then jot down examples on Post-it notes to share with their reading partners. [RL.3.1; RL.4.1]

★ Have students choose one chapter in the book and write a letter to PJ telling him why he is really being clueless in that chapter and explaining to him what is really going on. [W.4.9; W.5.9]



CHECK OUT
THESE
BOOKS IN THE
SERIES!

EllRay Jakes

BY SALLY WARNER

WHO IS ELLRAY JAKES? EllRay (short for Lancelot Raymond) Jakes is an eight-year-old African-American boy who lives with his mom and dad and sister, Alfie. He is the smallest kid in Ms. Sanchez's third grade class and is friends with Corey, Kevin, Emma, Annie, and most of the kids. However, classmates Jared and Stanley make his life miserable, and EllRay doesn't know why. Ms. Sanchez senses that there is something going on in the class, but the kids are good at keeping it under the radar. EllRay tries to negotiate the difficulties of third grade and live up to his dad's high expectations for him.

FOR THE TEACHER: The EllRay Jakes beginning chapter books are appropriate for students in grades 3 and 4, especially boys. (Girls would enjoy Warner's Emma series.) The humorous first-person narrative details EllRay's school experiences. Each short chapter has an intriguing title that will motivate students to read to find out what it's about. The black-and-white illustrations provide interest and humor, often conveying what EllRay is thinking or imagining. Issues of bullying, name-calling, and hints of racism are raised in the first book, and you should discuss these with students.

CURRICULUM CONNECTIONS: Reading aloud the first book in the series, *EllRay Jakes Is Not a Chicken!*, will introduce students to EllRay and his classmates and family. This shared experience will motivate students to read the other books in the series. Place copies of the books in the classroom library for independent reading. Multiple copies of each title will allow for paired reading and literature circles. Each lesson idea below contains a reference to the ELA standards being addressed.

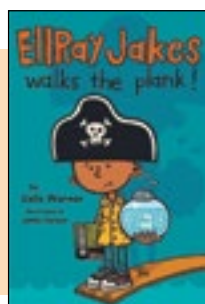
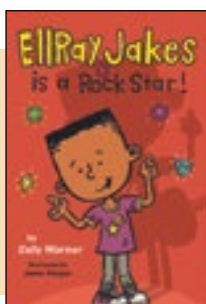
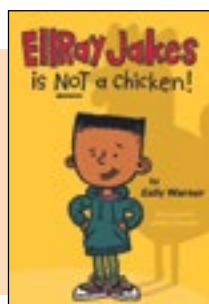
★ During the read-aloud, ask students questions that will lead to an understanding of the story. Ask them to cite evidence from the story to support their responses. Why doesn't EllRay tell his teacher or parents about how Jared and Stanley are bullying him? What is EllRay's strategy for getting through the week without getting into trouble? Who are EllRay's real friends, and how do they show they are his friends? What is EllRay's father's plan for helping EllRay and Jared become friends? [RL.3.1; RL.4.1]

★ Explain to students that each chapter has a title that is connected to what happens in it. While reading, have students make a prediction about each chapter from the title. At the end of the chapter, have them confirm or clarify their predictions based on the events. [RL.3.1; RL.4.1]

★ Have students read the other EllRay Jakes books independently or with a partner and keep a reading journal. Entries can include opinions about the books, detail how the books are similar or different in theme or plot, or focus on descriptions of characters. Display students' entries on a bulletin board or in a classroom binder so classmates can read one another's entries. This provides a check for understanding and will motivate students to read other books. [RL.3.9; RL.3.10; RL.4.10; W.2.1; W.3.1; W.4.1; W.4.9]



CHECK OUT
THESE
BOOKS IN THE
SERIES!



George Brown, CLASS CLOWN

BY NANCY KRULIK

WHO IS GEORGE BROWN? George Brown lives with his mom and dad. He moves around a lot because his dad is in the army. When the series begins, he has just moved to a new town, Beaver Brook. He is determined to turn over a new leaf and not be the class clown like he was in his old town. He changes his last name from Brennan to Brown (his mother's last name) to signify that he is a "new George" and makes a wish on a shooting star to make kids laugh and not get into trouble. However, only half his wish comes true, causing him to have super burps that occur at inconvenient times. When the magic burps build up inside him, he does crazy things that make the kids at school laugh, but get him in trouble with the adults. George knows he will have to control the magic burps or he will be the class clown in his new school, too.

FOR THE TEACHER: The George Brown, Class Clown beginning chapter books are appropriate for students in grades 2 and 3, especially boys. George's humorous escapades and the cartoonlike illustrations will also appeal to older reluctant readers. (Girls would enjoy Krulik's Katie Kazoo, Switcheroo series.) Students will identify with the issues George faces, such as fitting in at a new school and being laughed at by other kids. The chapters are short, and the black-and-white cartoonlike illustrations are humorous.

CURRICULUM CONNECTIONS: Reading aloud the first book in the series, *George Brown, Class Clown: Super Burp!*, will introduce students to George, his classmates, and his family, and set the context for the magic burps that cause him to lose control. This shared experience will motivate students to read the other books in the series. Place copies of the books in the classroom library for independent reading. Multiple copies of each title will allow for paired reading. Each lesson idea below contains a reference to the ELA standards being addressed.

★ During the read-aloud, ask students questions that will lead to an understanding of the story. Ask them to cite evidence from the story to support their responses. How does George show that he wants to turn over a new leaf in his new school? What happens to George when he wishes on the shooting star? How do the magic burps affect George's behavior? How does he feel about them? Why is George worried at the end? [RL.2.1; RL.3.1]

★ During the reading, tell students to pay attention to how other characters react to George throughout the story. After each magic burping episode, stop and discuss the reactions of the other students and the adults to George's antics. Ask them why they think people react differently to what George does. [RL.2.6; RL.3.6]

★ Have students read other George Brown books independently or with a partner and keep a reading journal. Entries should include how the books are similar or different in theme or plot. Display students' entries on a bulletin board or in a classroom binder so classmates can read one another's entries. This provides a check for understanding and will motivate students to read other books.

[RL.3.9; RL.2.10; RL.3.10; W.2.1; W.3.1]



CHECK OUT
THESE
BOOKS IN THE
SERIES!



BY HENRY WINKLER & LIN OLIVER

WHO IS HANK ZIPZER? Hank Zipzer is funny, smart, disorganized, and somewhat hyperactive. He lives with his mom, dad, and sister in New York City. He is a second grader in Ms. Flowers's classroom at PS 87 and always makes his classmates laugh. Hank likes his teacher but struggles in school because he has learning difficulties, especially with reading and spelling. While his best friend, Frankie, and his new friend, Ashley, are there to help, the class bully Nick, is always ready to put Hank down. In the first book in the series, Hank is excited about being in the class play but worried about being able to read his lines. His teacher offers him the nonspeaking role of a bookmark. During the performance, Nick trips Hank, but Hank improvises and gets a big laugh from the audience. When Nick forgets his lines, Hank intervenes and ultimately saves the play.

FOR THE TEACHER: *Here's Hank: Bookmarks Are People Too!* is the first book in a new Hank Zipzer series. Winkler and Oliver's previous series focused on Hank and his experiences in the intermediate grades. This chapter book series goes back to when Hank is in second grade and is just right for students in grades 2 and 3, especially boys. Students who struggle with reading will identify with Hank's difficulties. The text font, called Dyslexie, was designed so that people with dyslexia can distinguish individual letters. The cartoonlike black-and-white illustrations add humor to these engaging first-person narratives.

CURRICULUM CONNECTIONS: Introduce *Here's Hank: Bookmarks Are People Too!* to the class during a book talk. This will encourage students to read it during independent reading. Place copies of the book in the classroom library. Each lesson idea below contains a reference to the ELA standards that are addressed.

★ Explain to students that you are going to introduce them to a new series, *Here's Hank*. Tell them you are going to read aloud the first chapter of *Here's Hank: Bookmarks Are People Too!* and ask them to pay close attention to what they learn about Hank. After reading, have students turn and talk with a partner and discuss what they know about Hank. During whole-class share, chart their responses. Ask students why Hank is worried about the class play and what they think will happen in the story. Encourage them to refer to the text in their responses. Chart their predictions. [RL.2.3; RL.3.3]

★ During another lesson, explain to students that many words we use in English come from Greek and Latin root words and that when we know the meaning of the roots it helps us to learn new words. Tell them that three words in the book that are connected to putting on a play are *script*, *audition*, and *memorize*. Write each word on chart paper. Beside each word write the root and its meaning. Brainstorm with students other words they know with the same root and write them on the chart. Encourage students to add to this list as they come across other words with these roots in their independent reading. [L.2.4C; L.3.4C]

★ Have students finish reading the book independently and keep a reading journal. Tell them to pay close attention to what they know and learn about Hank and how he responds to challenges. After completing the book, ask them to revisit the class's predictions and note whether their predictions were confirmed or discounted. Provide opportunities for students who have read the book to come together to discuss it using the entries in their reading journals. [RL.2.3; RL.3.3; SL.2.1; SL.3.1]

CHECK OUT
THESE
BOOKS IN THE
SERIES!



HORRIBLE HARRY

BY SUZY KLINE

WHO IS HORRIBLE HARRY? Horrible Harry is a mischievous second grader who graduates to third grade later in the series in Miss Mackle's room. He prides himself on being truly horrible, like when he scares his classmate Song Lee with a snake and makes frightening figures out of pencil stubs to surprise his classmates. He has a best friend named Doug and sometimes has trouble with a classmate named Stanley. Despite his claim to be horrible, Harry proves he can be a good friend, too.

FOR THE TEACHER: The Horrible Harry and Song Lee beginning chapter books are humorous school stories that are appropriate for early fluent readers in grades 2 and 3. Emergent readers will enjoy them as read-alouds. Each book is narrated by Harry's best friend, Doug. Students will enjoy reading about Harry's antics and identify with the problems he faces in school.

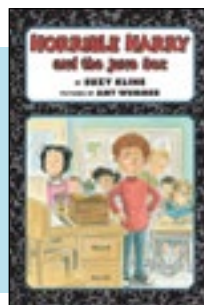
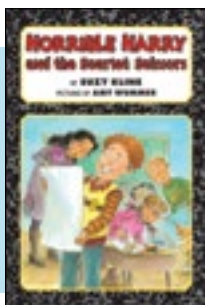
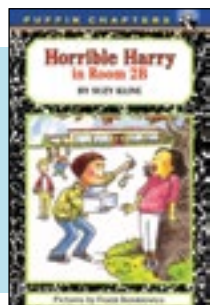
CURRICULUM CONNECTIONS: Reading aloud the first book in the series, *Horrible Harry in Room 2B*, will introduce students to Harry, his classmates, and the adults in South School. This shared experience will motivate students to continue reading about Harry and provide a context for the other stories. Place copies of books in the series in the classroom library for independent reading. Multiple copies of each title will allow for paired reading. Each lesson idea below contains a reference to the ELA standards that are addressed.

★ Prior to reading *Horrible Harry in Room 2B*, discuss with students the meaning of the word *horrible*. Explain that the main character, Horrible Harry, likes to do horrible things. As you read the story aloud ask students to identify the horrible things Harry does and decide if they always turn out the way he expects. [RL.2.1; RL.3.1]

★ Have a class discussion about the characters in the story. Explain that the way characters feel about each other influences the way they act and the events in the story. Ask students to identify how Harry feels about Stanley and to explain how this influences what happens during the book. Chart their responses. Then have students work in small groups to identify how Harry feels about Song Lee and what happens in the story to show how he feels. Chart the groups' responses during sharing time. [RL.2.3; RL.3.3]

★ Create a word web of the word *horrible* with students. Encourage them to name synonyms for *horrible* and add them to the web. Students can use beginning dictionaries or thesauri. Synonyms could include *disgusting*, *horrid*, *terrible*, *dreadful*, *frightful*, *unpleasant*, *awful*, and *obnoxious*. Divide the class into five groups and assign each group a different chapter in the book. Each group decides on one horrible thing Harry did in the chapter and chooses a synonym that best describes what he did. As each group shares, write the event next to the synonym on the word web. [L.2.4; L.3.4]

★ Have students read other books in the series and keep a reading journal. Entries can include opinions about the books, detail how the books are similar or different in theme or plot, or focus on descriptions of characters. Display students' entries on a bulletin board or in a classroom binder so classmates can read one another's entries. This provides a check for understanding and will motivate students to read other books. [RL.3.9; RL.3.10; RL.4.10; W.2.1; W.3.1; W.4.1; W.4.9]



CHECK OUT
THESE
BOOKS IN THE
SERIES!

THE LIFE OF TY

BY LAUREN MYRACLE

WHO IS TY PERRY? Ty is a seven-year-old second grader. He is a middle child with two older sisters, Sandra and Winnie, and a baby sister, Maggie. He is funny, impulsive, kindhearted, and protective of younger children. Ty is anxious about all the changes in his life. He feels neglected at home because his mother is spending so much time with the new baby. His best friend, Joseph, is not at school because he's receiving treatment for leukemia. His friend Lexie plays more with another classmate than him. While he craves positive attention from both his mother and teacher, he seems to always do things that get him into trouble. All his troubles culminate in a much-awaited field trip to the aquarium, where he ends up taking home a penguin. He learns that although he has made mistakes, his family is ready to help him.

FOR THE TEACHER: The Life of Ty series is a school story, especially appropriate for students in grades 2 and 3, particularly boys. The engaging first-person narrative details the struggles Ty is going through as he transitions from the baby in the family to the big brother and to finding new friends at school while his friend Joseph is ill. Students will identify with what he goes through. The Life of Ty is an offshoot of Myracle's Winnie Years series. The black-and-gray cartoonlike illustrations provide interest and humor in this beginning chapter book.

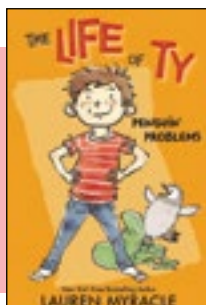
CURRICULUM CONNECTIONS: The Life of Ty series is appropriate for students who are just starting to read chapter books. Introduce the first book in the series, *The Life of Ty: Penguin Problems*, to the class during a book talk. This will encourage students to read it during independent reading and orient them to how a chapter book works. Place multiple copies in the classroom library to encourage students to read it with a partner. Each lesson idea below contains a reference to the ELA standards that are addressed.

★ Show students the cover of *The Life of Ty: Penguin Problems*, and read the title and author. Explain that authors often use the beginning chapters of a book to introduce the main characters and set the stage for the plot. Tell them you are going to read aloud the first two chapters and ask them to pay close attention to what they learn about Ty and the problems he faces. Read the first two chapters, stopping after each one, and tell students to jot down important things they learned in these chapters about Ty and his problems. Have students turn and talk to a partner, sharing what they've written. During whole-class share, chart their responses. Explain that the book will be available for independent reading. [RL.2.3; RL.3.3]

★ During another lesson, explain to students that authors often use italics to indicate certain words or phrases should be stressed when reading them. This emphasis supports the reader's understanding of the story. Display pages 12 and 13 on an overhead projector or document camera. Read the section that begins with "Babies aren't precious" and ends with "Not forever, just for a while." When you come to an italicized word or phrase, emphasize it and stop after reading it to discuss how emphasizing these words affects the meaning of the text. [RL.2.3 or RL.2.7; RL.3.3 or RL.3.7]

★ Have students finish reading the book and keep a reading journal. They should create character webs/descriptions for Ty and other characters in the book. Display students' entries on a bulletin board or in a classroom binder so classmates can read one another's entries. This provides a check for understanding and will motivate students to read the book. [RL.2.3; RL.3.3]

CHECK OUT
THESE
BOOKS IN THE
SERIES!



MAGIC BONE

BY NANCY KRULIK

WHO IS SPARKY? Sparky is a mischievous, clumsy sheepdog puppy. He is very happy living with his owner, Josh, but his enthusiasm often gets him into trouble, as it does when his wagging tail knocks over a vase full of water. Sparky narrates each story. He is like a young child, trying to make sense of the world around him. He doesn't understand the language of "two-legs," as he calls humans, and struggles to understand what they are saying and thinking. He is able to communicate with other animals and shares his thinking with the reader throughout the book. In each book in the series, Sparky is transported to another location when he chomps on a magic bone he has found. Then he has to find a way to return home.

FOR THE TEACHER: Students will appreciate the slapstick humor of the Magic Bone books. They will enjoy reading about how Sparky tries to understand humans. Chapters are short and the vocabulary is accessible to students. The black-and-white illustrations add to the enjoyment and often clarify the text. The author includes a Fun Facts section at the end of each book with information about some of the sites Sparky visits. The first book, *Magic Bone: Be Careful What You Sniff For*, takes place in London; other books take place in Hawaii, Rome, and other locations. Students in grades 1, 2, and 3, especially dog lovers, will enjoy the Magic Bone books.

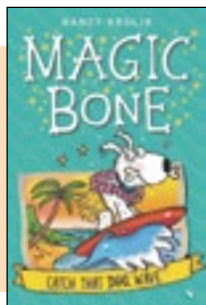
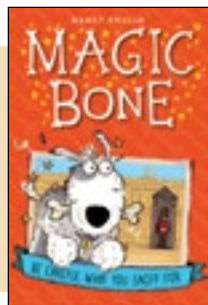
CURRICULUM CONNECTIONS: Reading aloud the first book in the series will introduce students to Sparky and the premise behind the Magic Bone books. They will learn that when Sparky takes a bite of the magic bone, he is transported to another place, has adventures, and has to overcome challenges to reach home again. Show students where London is on a map and read the Fun Facts at the end to extend their knowledge. The shared read-aloud experience will motivate students to continue reading about Sparky and will provide a context for the other stories. Place copies of books in the series in the classroom library for independent reading. Multiple copies of each title will allow for paired reading. Each lesson idea below contains a reference to the ELA standards that are addressed.

★ Before reading aloud *Magic Bone: Be Careful What You Sniff For*, explain to students that the main character is a dog named Sparky. He is the narrator, and the story is told from his point of view. During the book, he often misunderstands what is happening because he doesn't understand human language or how the world works. Stop reading at times when Sparky's understanding of what is happening is incorrect and ask students to explain what is really going on. An example is when Sparky assumes a juggler is throwing balls into the air because he wants to play fetch with him. [RL.2.6; RL.3.6]

★ After reading the book, discuss with students how Sparky's doglike behavior often gets him into trouble and causes things to happen. List the following things Sparky does on chart paper: Sparky wags his tail when Josh scratches his head. He bites the good-smelling bone he finds in the yard. He runs to the man who is holding the bone. Sparky catches the ball the juggler tosses up into the air. He crashes into the door at the dog pound. He digs up his bone near Buckingham Palace. Ask students to explain how each action causes a chain of events. Beside each action draw an arrow and write the effect it caused. [RL.2.3; RL.3.3]

★ Explain to students that authors often use the technique of repetition as part of their writer's craft. Show a copy of page 35 on an overhead projector or document camera. Read the page aloud and ask students to notice when Nancy Krulik uses repetition. Highlight the places and show how she has used italics to point it out. Discuss with students how repetition affects the tone of the story. [RL.2.4]

★ Have students read the other Magic Bone books and work in pairs to research one of the places Sparky visits. They should use reference sources to find out more information about each location and create posters with information and pictures to share with the class. These can be displayed in the classroom. [RL.2.10; RL.3.10; W.2.7; W.3.7]



CHECK OUT
THESE
BOOKS IN THE
SERIES!



PRINCESS POSEY

BY STEPHANIE GREENE

WHO IS PRINCESS POSEY? Posey is a girl who loves her pink tutu. Whenever she wears it, she feels special and powerful, like a princess who can do anything. In the first book in the series, *Princess Posey and the First Grade Parade*, Posey is apprehensive about the first day of school, especially as she will not be allowed to wear her pink tutu. During a chance meeting with her new teacher, Posey bravely asks why students can't wear their most comfortable clothes to school, and this prompts her teacher to invite all the children to come dressed in their favorite clothes. Posey then looks forward to the first day with excitement and confidence. Posey navigates first grade in the other books in the series, making new friends and dealing with all the ups and downs of classroom life. She is helped through the year by a loving family and a special teacher.

FOR THE TEACHER: The Princess Posey books are ideal for early readers making the transition to chapter books. Each short chapter begins with a title that conveys its main idea. Sentences are short, and the vocabulary is accessible to young readers. The simple black-and-white illustrations extend the meaning of the text, often conveying how Posey is feeling. Students will identify with Posey's fears and triumphs. These books especially appeal to first grade girls, although second grade emergent readers would also find them engaging.

CURRICULUM CONNECTIONS: Reading aloud the first book in the series, *Princess Posey and the First Grade Parade*, will introduce students to Posey, her family, and her teacher, Miss Lee. This shared experience will motivate students to continue reading about Posey and will provide a context for the other stories. Place copies of books in the series in the classroom library for independent reading. Multiple copies of each title will allow for paired reading. Each lesson idea below contains a reference to the ELA standards that are addressed.

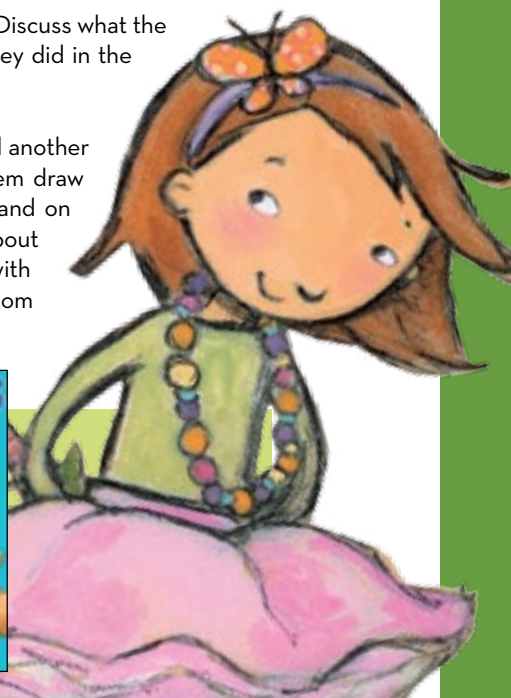
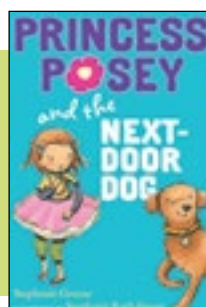
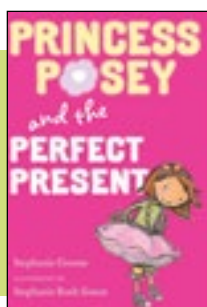
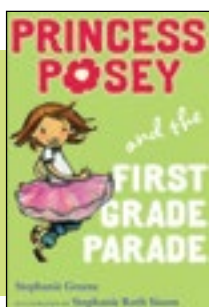
★ Prior to reading aloud *Princess Posey and the First Grade Parade*, show students the cover of the book and read the title. Ask them if they think the girl is really a princess and why they think so. Explain that there are ten chapters in the book and they each have a title that tells about something that will happen in that chapter. While reading, have students make a prediction about each chapter after you read the title. At the end of the chapter, have them confirm or clarify their predictions based on the events. [RL.1.1]

★ During the reading, share the illustrations with the students. Explain that illustrations, like words, help us to understand what's happening in the story. Discuss the illustrations with students while reading and ask what they show us about what Posey is thinking or feeling. [RL.1.7]

★ After reading the story aloud, talk about how Gramps told Posey she had a *brave* heart. Discuss what the word brave means. Write the word on chart paper. Ask students to share things that Posey did in the story that show she is brave, and write them on the chart. [RL.1.4]

★ Have students read other books in the series, independently or in pairs. After they read another Princess Posey book, provide them with a blank piece of paper folded in half. Have them draw a picture of an event from *Princess Posey and the First Grade Parade* on the left side and on the right side, a picture from the new book they read. At the bottom they should write about what is happening in each illustration. During sharing time, have them share their pictures with partners and discuss how each event is similar or different. Display these in the classroom library to encourage others to read the books. [RL.1.9; RL.1.10]

CHECK OUT
THESE
BOOKS IN THE
SERIES!



Recipe for Adventure

BY GIADA DE LAURENTIIS

WHO ARE ALFIE AND EMILIA? Eleven-year-old Alfie and his twelve-year-old sister, Emilia, live with their Italian-American parents. They are typical kids who love pizza from the local pizza restaurant, until their great-aunt Zia Donatella arrives and cooks “real” Italian food for them. Eating her magic food transports them to faraway places. On their adventures, they forget their sibling rivalry and realize the importance of family and the need to look out for each other.

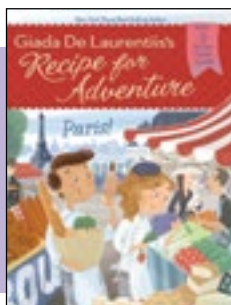
FOR THE TEACHER: Giada De Laurentiis appears on the Food Network channel and is the author of many cookbooks. Her love of food and cooking are combined in the Recipe for Adventure books, which are ideally suited to students in grades 4 and 5. Although the vocabulary is not complex, the author uses a lot of idioms (e.g., “crack a smile” and “go along for the ride”) that make the text more complex. She also uses many Italian words and phrases, but usually paraphrases them in English for readers. Black-and-white cartoonlike illustrations are spread throughout the book and depict Alfie and Emilia’s different adventures. The arrival of their great-aunt Zia Donatella and the food she makes for Alfie and Emilia set the stage for these adventures. In the first book, they are transported to Naples when they eat her zeppoles (fried dough). In subsequent books, the children visit Paris and Hong Kong. Each book includes two recipe cards at the end.

CURRICULUM CONNECTIONS: The Recipe for Adventure books are ideal for independent reading and book clubs. Introduce the books to students by explaining that Alfie and Emilia are a brother and sister whose great-aunt cooks food that magically transports them to another place (Naples, Paris, Hong Kong) where they have an adventure. Locate each place on a map. Allow students to work in small book groups and provide each group with multiple copies of one of the titles. Students could also read the books independently. Each lesson idea below contains a reference to the ELA standards that are addressed.

★ Tell students that in each book, Alfie and Emilia have an adventure that can be compared to a hero’s journey. They are transported from their home to an unfamiliar place where they have an adventure and are challenged. They return home, having learned something valuable that they bring with them. Students should keep a journal while they are reading and include details of how Emilia and Alfie’s adventures are like a hero’s journey. Have students share their entries when they meet with their book groups or with the whole class during sharing time. [RL.4.9; RL.5.9; SL.4.1; SL.5.1]

★ These books contain many foreign words or phrases and idioms. Display a copy of page 5 from *Naples!* on an overhead projector or document camera. Explain that Zia Donatella often uses Italian words or phrases. Read the page, stopping at these words/phrases and highlighting them. Problem solve with students what the words mean, using their knowledge of cognates, the author’s paraphrasing, and the context. On another day, explain that the author often uses idioms, expressions that mean something different from what the words actually say. Read the last paragraph on page 39 that ends on page 40. Discuss with students what “go along for the ride” means in this paragraph. Have students record the foreign words and idioms they read in their journals and write the meanings of each word or phrase. They can share these with their groups during sharing time. [L.4.4; L.4.5; L.5.4; L.5.5]

★ Have students work in their groups to do research on the place they have read about. They can create posters with important and interesting information about their city. During a classroom celebration, have each group display its poster and present the information to the class. When possible, have groups prepare or bring in food from the place they researched to share with the class. [RI.4.9; RI.5.9]



CHECK OUT
THESE
BOOKS IN THE
SERIES!

★ ★ ★ TEACHERS ARE TALKING ABOUT PENGUIN'S CHAPTER BOOK SERIES ★ ★ ★



AMBER BROWN: "Amber Brown is very popular among the girls in third grade. They seem to identify with her and her many episodes. They understand about losing a best friend or living with a divorced mother. The stories are believable and the feelings are real to third graders." —Barbara Feeney, third grade teacher

ELLRAY JAKES: "EllRay's day-to-day problems—unexplainable teasing and conflict, feeling like a fish out of water in the classroom, dealing with "what the teacher doesn't see"—are very similar to theirs. This book would also be a good read-aloud to start a community discussion about bullying and social conflict during unstructured times at school, such as recess or lunch. Talking about the difference between what goes on in the classroom and outside of it can be difficult for children, who may think they won't be believed. This book would be a good conversation starter about the way we all have to negotiate different worlds with different rules." —Mike O'Halloran, third grade teacher



GEORGE BROWN: "From the minute I read the title of these stories to my second graders, they begin giggling and are actively engaged throughout each chapter. They really relate to the character George and the silly things he does." —Michelle McKendall, second grade teacher

HERE'S HANK: "Here's Hank: Bookmarks Are People Too! is a great book to read with a whole class, in a small group, or independently. Young Hank Zipzer is funny, loveable and realistic. Many students could sympathize with Hank's struggles with reading and math. This book would be a great text to use when teaching character traits. All students could benefit from the book's positive themes, such as friendship and self-acceptance." —Stephanie McLaughlin, reading specialist



HORRIBLE HARRY: "Horrible Harry and his classmates had my class laughing out loud. The children enjoyed listening to the antics of Harry and his classmates. The books are loaded with the curious antics of second graders, rich vocabulary, and age-appropriate dialogue that will entertain both male and female readers." —Mary O'Brien, second grade teacher

THE LIFE OF TY: "The Life of Ty made my second graders gasp in delight with the clever ways Ty was trying to gain his parents attention after the birth of his new sister. Ty's field trip adventures will keep teachers and chaperones alert and attentive!" —Mary O'Brien, second grade teacher



MAGIC BONE: "The dog lovers in my classroom really enjoy this story and make constant connections between their dogs and Sparky. It provides an abundance of conversation around the responsibilities of having a pet and the love between a pet and his owner." —Michelle McKendall, second grade teacher

PRINCESS POSEY: "Princess Posey and the First Grade Parade was an adorable chapter book to read with my students. Each chapter takes Posey through enjoyable learning events that lead to the first day of school. My students enjoyed the discussions that the book addressed, and in the end all my students felt special like Posey. It was a great start to first grade while easing the nervous feelings that accompany starting a new grade!" —Christine McLaughlin, first grade teacher



RECIPE FOR ADVENTURE: "Naples! is a fun, fast-paced culinary adventure. I could picture using this book in a small group. Students would connect with the realistic characters while enjoying the fantasy of being magically transported to Italy. There are recipes included with the book that could serve as a great model for how-to writing." —Stephanie McLaughlin, reading specialist



★★★ EXPLORE ALL OF THE TITLES IN PENGUIN'S CHAPTER BOOK SERIES ★★★



★★★ EXPLORE ALL OF THE TITLES IN PENGUIN'S CHAPTER BOOK SERIES ★★★

HERE'S HANK			HORRIBLE HARRY			
	9780448479972 · \$5.99	9780448479989 · \$5.99		9780142422274 · \$3.99	9780670014262 · \$14.99	9780142426715 · \$3.99
				THE LIFE OF TY		
	9780142421857 · \$3.99	9780142420218 · \$3.99	9780142418765 · \$3.99		9780525422648 · \$12.99	9780525422662 · \$12.99
MAGIC BONE				PRINCESS POSEY		
	978-0448464459 · \$4.99	9780448464442 · \$4.99	9780448463995 · \$4.99		9780142427347 · \$4.99	9780142427637 · \$4.99
	9780142424155 · \$4.99	9780142421055 · \$4.99	9780142419397 · \$4.99	9780142418284 · \$4.99	9780142418277 · \$4.99	
RECIPE FOR ADVENTURE						
	9780448462585 · \$6.99	9780448462578 · \$6.99	9780448462561 · \$6.99			





PENGUIN YOUNG READERS GROUP

CHAPTER BOOK SERIES

AMBER BROWN

CLUELESS MCGEE

ELL RAY JAKES

George Brown,
CLASS CLOWN

Here's
HANK

HORRIBLE HARRY

THE LIFE OF TY

MAGIC BONE

PRINCESS
POSEY

Recipe for
Adventure

VISIT PENGUINCLASSROOM.COM/COMMONCORE FOR MORE
RESOURCES AND MATERIALS ALIGNED TO COMMON CORE

