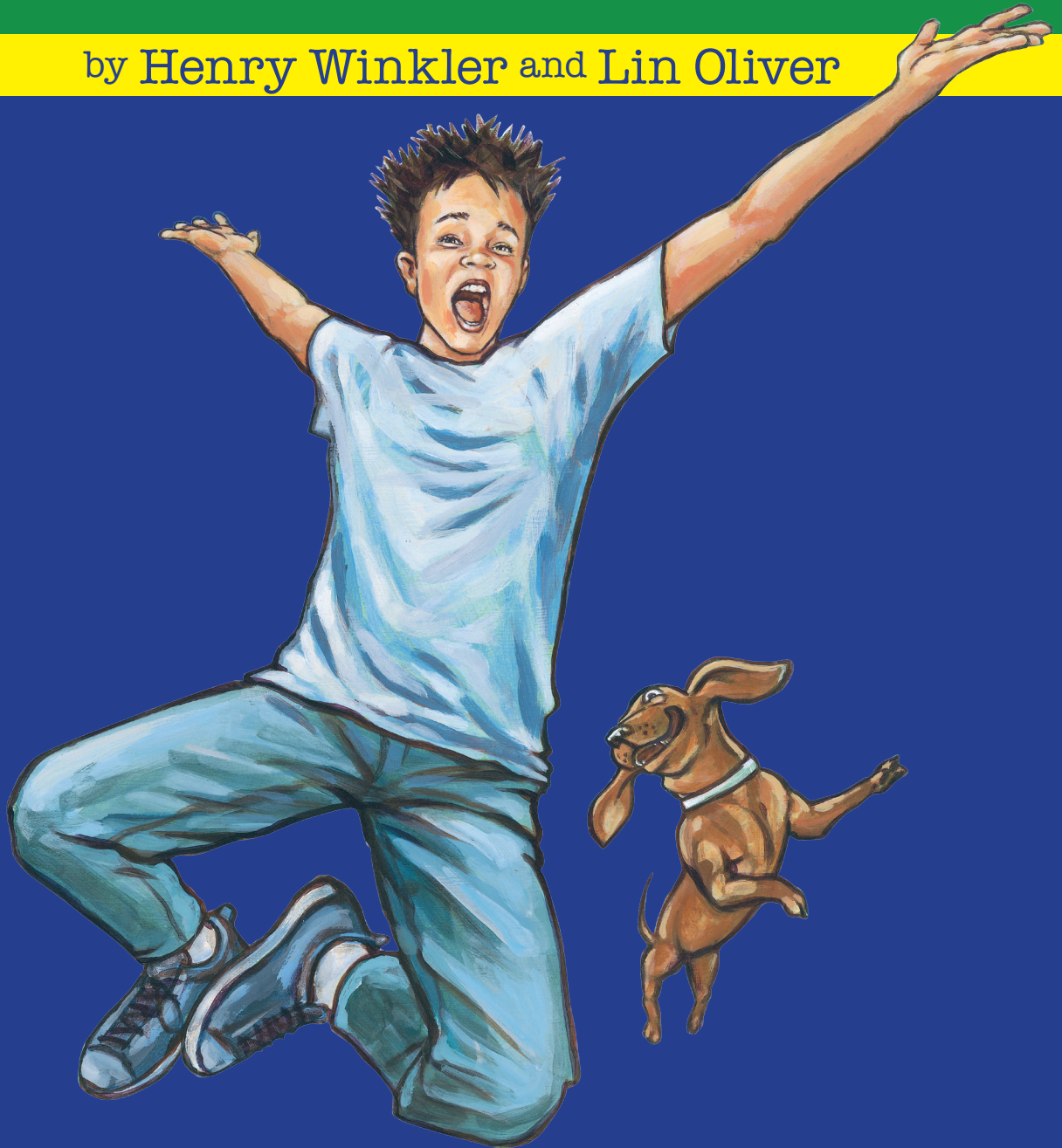


A CLASSROOM GUIDE TO
HANK ZIPZER

The World's Greatest Underachiever

by Henry Winkler and Lin Oliver



Curriculum Connections,
Discussion Questions, & Classroom Activities

BEHIND THE SCENES WITH THE AUTHORS!

A Q&A with Henry Winkler & Lin Oliver

Q: Henry, what was it like growing up with Dyslexia?

HENRY: When I was growing up in New York City, no one knew what dyslexia was. I was called stupid, lazy and I was told that I was not living up to my potential. It was without a doubt painful. I spent most of my time covering up the fact that reading, writing, spelling, math, science, actually, every subject but lunch, was really, really difficult for me. If I went to the store and I paid the bill with paper money and I was given coins back for change, I had no idea how to count up the change in my head. I just trusted that everyone was being honest.

Q: What is your favorite thing about Hank Zipzer?

LIN: What I love about Hank is that he has such a positive spirit. He doesn't go down to defeat, but always battles back from whatever obstacle he's facing with great courage, humor and determination. He gets a big kick out of himself, and learns to like himself, even with all his flaws. All people have flaws, that's what makes us humans.

HENRY: My favorite thing about Hank Zipzer is that he is resourceful. Just because he can't figure something out doesn't mean that he won't find a way. I love his sense of humor. Even though Lin and I write the books together, when we meet in the morning to work we never know where the characters or the story will take us. Hank and his friends make us laugh all the time.

Q: What's it like working as a team to write the Hank Zipzer books?

LIN: Henry Winkler and I are very lucky that we make such a great team. We laugh and have a lot of fun writing the Hank books, and sometimes we even have a chicken salad sandwich while we're writing. Of course, occasionally we have a difference of opinion about some creative point, and then we just keep on talking until we come up with something

we both think is right. It's a collaboration, which means that you have to listen hard to what the other person is suggesting and be open to their ideas.

HENRY: Lin Oliver and I have the most wonderful time working together. Lin sits at the computer and I walk in a circle in front of her desk. If I start talking like the characters, Lin kindly types it in because I don't use a computer. Or, she'll tell me stop for minute because she's got a great idea and her fingers fly across the keyboard. Sometimes, I'll write my chapters in long hand and Lin will transcribe them and correct my spelling. When the book is done, we both go over it to see if we've left anything out or perhaps we'll find a better joke for one of the characters or better action in a scene. When it's completely done, we send it to our editor and she sends back her notes which we then incorporate.

Q: Why do you like writing?

LIN: I love writing because I love being able to express my ideas and values and to create characters that I'd like to know. I especially love writing for kids because they are such a good audience and because a book can mean something very special to a young person which lasts in his or her memory a long, long time. Also, I like being a writer because you get to work in your pajamas.

HENRY: We like writing together because it makes us laugh. And because we get questions and comments from kids like you who really enjoy the books. Some kids have actually written that the Hank Zipzer books are the first books they've ever read, and have thanked us for making reading so enjoyable for them. That's one of the greatest compliments on the planet earth. Also on Uranus.

You'll find the following teaching materials included in this guide:

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| • A Special Note from Authors Henry Winkler & Lin Oliver | • Hank Zipzer Post-Reading Activity Worksheet |
| • Hank Zipzer's World: About the Books | • Hank Zipzer Graphic Organizer |
| • Suggestions for Classroom Use | • Hank Zipzer Readers' Theater Culminating Activity |
| • Hank Zipzer Story Analysis Worksheet | |

A SPECIAL NOTE FROM AUTHORS HENRY WINKLER & LIN OLIVER

Dear educator,

We are so happy you are using the Hank Zipzer books in your classroom. Writing these books has been a pleasure for us, a true work of the heart, and we hope you feel our enthusiasm on every page.

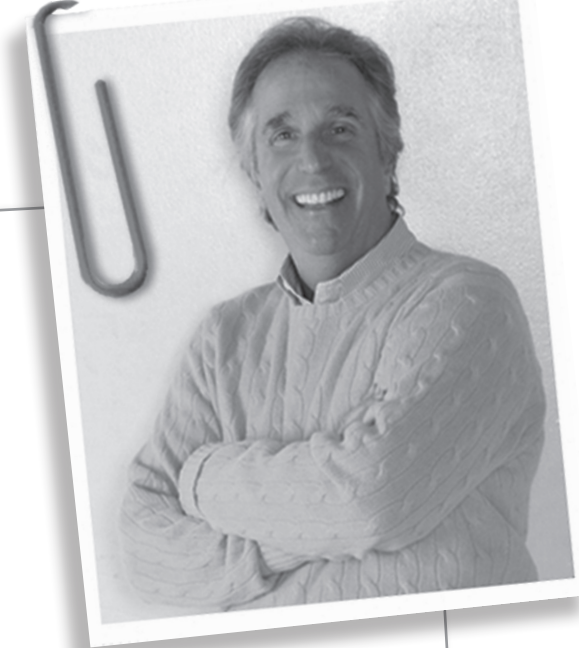
Hank is a boy with learning challenges, and of course, this fact is central to the novels. But just as Hank doesn't let his learning challenges define him, neither do we let the issue of learning differences define the books. The Hank Zipzer novels are intended for every child who loves to laugh, who loves comic adventure, and who relates to a funny, resourceful, glass-half-full type of hero.

A primary intent of our books is to offer a totally enjoyable reading experience to children. From the thousands of funny and touching letters we've received from kids all over the world, we feel we've done that. Of course, the other purpose of our books is to illustrate to children that the world is theirs, that they can achieve their dreams and overcome any obstacle in their path. Through persistence, positivity and a strong support group of friends and family, Hank's journey is ultimately successful. If he can do it, you can . . . that's the attitude we hope our readers will take away.

We are so proud of the Hank Zipzer books. We have tried to fill them with humor and with truth. Laughter is a powerful teacher. And so are you! We hope this reading experience brings joy to your students and contributes a little bit to their understanding of themselves and their peers.

With much admiration for the important work you do,

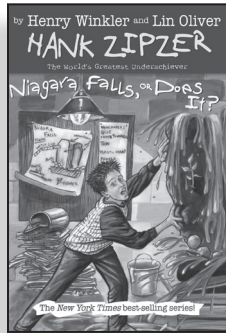
Henry Winkler and Lin Oliver



HANK ZIPZER'S WORLD

About the Books & Classroom Extension Activities

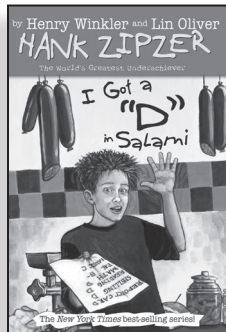
Henry Winkler and Lin Oliver present Hank Zipzer's life in seventeen delightfully funny chapter books. The stories about Hank appeal to readers because of their humor and realism. Readers of all ages can relate to Hank because of the universal experiences captured in the stories.



#1 Niagara Falls, or Does It?

For Hank, fourth grade does not start out on the right foot. First of all, he gets called to the principal's office on the very first day of school. Then the first assignment his teacher gives him is to write five paragraphs on "What You Did This Summer." Hank is terrified—writing one good sentence is hard for him, so how in the world is he going to write five whole paragraphs? Hank comes up with a plan: Instead of writing what he did on vacation, he'll show what he did. But when Hank's "living essay" becomes a living disaster, he finds himself in detention. Strangely enough, however, detention ends up becoming a turning point in his life.

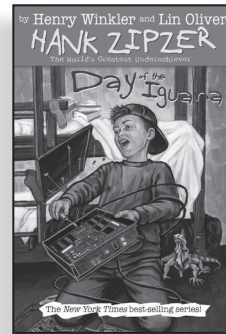
EXTENTION ACTIVITY: In *Niagara Falls, or Does It?* Hank decides that writing a five-paragraph essay about how he spent his summer vacation is pretty unbearable. Rather than writing the essay, Hank attempts to build a model of Niagara Falls, to disastrous results. Consider your favorite summer vacation. Where did you go? What made it so special? Create one of the following digital products to share your favorite vacation experience: PowerPoint, podcast, vodcast, or a Movie Maker project of your choice. After finishing the product, share it with your class.



#2 I Got a "D" in Salami

It's report card day—the most dreaded day in Hank's school year. And when Hank gets his grades, they're his worst nightmare come true: a D in spelling, a D in reading, a D in math. After school, Hank and his friends go to his mom's deli. His mom is on the prowl—she knows a report card day when she sees one. Hank tries to stall her, but she's going for his backpack. He's cornered. Hank hands the report card off to his friend Frankie, who gives it to his friend Ashley, who gives it to Robert, who puts it into a meat grinder! Hank watches as his Ds are ground into a big salami, and this particular salami is being made for a very important client.

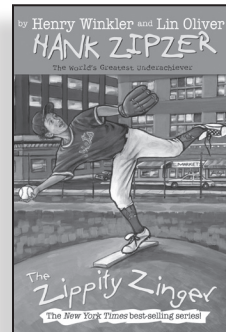
EXTENTION ACTIVITY: In *I Got a "D" in Salami*, Hank discovers that he is dyslexic. Using resources from your library, research dyslexia and answer the following questions: What is dyslexia? On average, how many people suffer from it? What are some of the ways dyslexia is treated? Who are some famous people who are dyslexic? Prepare a digital presentation for your class where you share your findings.



#3 Day of the Iguana

It's science project time in Ms. Adolf's class. This is good news and bad news for Hank—he loves science, but he hates the report part. So Hank turns to TV to take his mind off things. But when the program directory scrolls by too quickly for Hank to know what's on, he decides to take apart the cable box to try to slow down the crawl. Great! Now Hank has found the perfect science project! But what he wasn't counting on was his sister's pet iguana laying eighteen eggs in the disassembled cable box. How is Hank going to get out of this one?

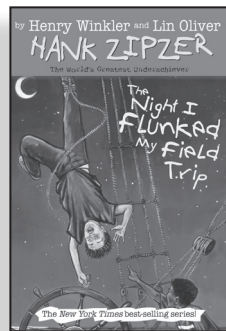
EXTENTION ACTIVITY: In *Day of the Iguana*, Hank's attempt to help his friend Frankie leads to disastrous results when Hank accidentally tapes the wrong TV show for his friend, and in an attempt to resolve the issue he disassembles the family's cable box just in time for his sister's pet iguana to lay eggs inside of the contraption. Discover the following information about iguanas: Are iguanas mammals? If not, how are they classified? What are common features of these creatures? What's the gestational period of iguanas and how long does it typically take for eggs to hatch? Create a "fact frame" summarizing and paraphrasing the information learned.



#4 The Zippity Zinger

Hank LOVES baseball. L-O-V-E-S it! Unfortunately, though, he's not very good at the game. So everyone is surprised—including Hank himself—when Hank throws a zinger pitch at a practice for PS 87's annual School Olympiad baseball game. Hank knows how he pitched the "Zippity Zinger"—it must have happened because he accidentally wore his sister Emily's lucky monkey socks! Because of that stellar pitch, Hank has been chosen to pitch for PS 87 for the Big Game. The pressure is on—Hank's got to wear those socks again or risk blowing the biggest ball game of his life. The only problem is, Emily wants to wear the lucky monkey socks herself since she's competing in the Brain Buster for the Olympiad. Will Hank be able to pull off another Zippity Zinger—or will he strike out?

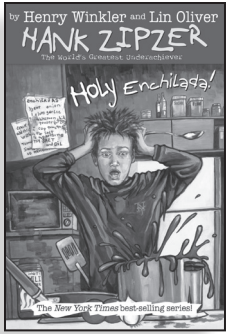
EXTENTION ACTIVITY: Hank's sister, Emily's, "lucky monkey socks" are given the credit for his success on a social studies test and on the baseball diamond in *The Zippity Zinger*. Do you have a lucky charm? If so, what about this item makes you feel lucky? Have you ever been without it? What were the results? Create an original short story about yourself and your lucky charm and use either original art or computer graphics to illustrate your tale.



#5 The Night I Flunked My Field Trip

Hank is thrilled about the "Best Field Trip of the Year"—everyone from Ms. Adolf's class gets to spend the night on an old-fashioned, three-mast sailing ship in New York Harbor! And Hank gets even more excited when the ship's captain chooses him to be the first mate. But being first mate is not all it's cracked up to be, especially with a crazy captain who takes his job a little too seriously. The best field trip of the year is becoming the worst night of Hank's life.

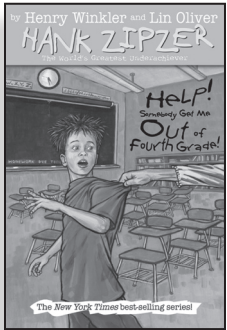
EXTENTION ACTIVITY: While serving as first mate aboard the *Pilgrim Spirit*, Hank must think quickly as the ship begins sailing away in *The Night I Flunked My Field Trip*. Hank is instructed to take the sails down to slow the ship's movement. Investigate how to lower and raise a ship's sails. Dressed as Hank, make a short video offering viewers step-by-step instructions.



#6 Holy Enchilada!

PS 87 is having Multi-Cultural Day, and Ms. Adolf’s class is putting on a “Foods from Around the World” luncheon. Hank is thrilled—no reading, no outlining, and no review questions, just cooking! Hank makes enchiladas, and at the luncheon, Ms. Adolf piles her plate with lots of food. But after a few bites, her face turns bright red—one of the dishes is superspicy! Ms. Adolf accuses someone of playing a mean practical joke and punishes the entire class with no recess until the guilty party comes forward. Hank realizes his trouble with numbers might have caused the problem—what if he accidentally used three cups of peppers instead of 1/3 cup? Will Hank be able to get recess back for everyone without getting detention for the rest of his life?

EXTENTION ACTIVITY: It’s Multi-Cultural Day at school in *Holy Enchilada!*, and Hank’s misreading of the ingredients in his superspicy enchiladas creates quite a disruption. Take a simple recipe and transpose some of the measurements. After adding together the ingredients, survey the mixture. Consider the consistency and taste—what is the result of these changes in the measurements? Why is it important to follow the recipe as listed? Following the recipe as written, create tasty treats to be shared with the class.

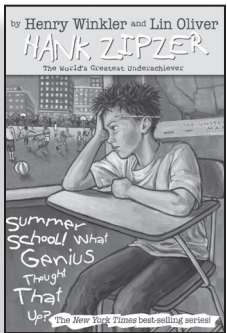


#7 Help!

Somebody Get Me Out of Fourth Grade!

It’s time for the end of year parent-teacher conference, and Hank’s in a panic. He’s afraid that his teacher is going to tell his parents that he has to repeat the fourth grade. So Hank creates an elaborate scheme to have his parents win an out-of-town trip so they’re gone during the conference days. Of course, the plan backfires. Will Hank have to stay in fourth grade forever?

EXTENTION ACTIVITY: In *Help! Somebody Get Me Out of Fourth Grade!* Hank devises a plan to get his parents to travel to Philadelphia so they can miss Parent-Teacher Conference Day at his school. Using the Internet and library resources, research the historical sites found in Philadelphia. Plan a day guide for Hank’s parents, making sure they see all of the important city sites. Be sure to include a timetable, estimating how long they should stay at each site, and offer suggestions for places to eat as well.

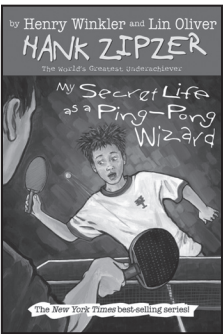


#8 Summer School!

What Genius Thought That Up?

“Summer school” are two words in the English language that Hank Zipzer doesn’t want to learn. But there’s no getting out of this one for Hank—summer school, here he comes! Will Hank have to spend the summer bored to death inside a sweltering classroom, or will he actually learn a cool lesson or two?

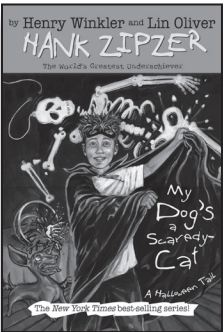
EXTENTION ACTIVITY: Researching a person in history that he admires for a class presentation leaves Hank feeling like he’s back at the first day of fourth grade in *Summer School! What Genius Thought That Up?* Consider someone from history who you admire. What did this person accomplish? Why are they important to you? Find out all you can and come to class dressed as your favorite historical figure, and be prepared to introduce and tell all about yourself to your classmates.



#9 My Secret Life as a Ping-Pong Wizard

Hank thought that getting through summer school to get to the fifth grade would be hard, but little did he know that it would get worse! Everyone in the fifth grade is starting to focus on a sport—and they’re really good. Everyone, that is, except Hank.

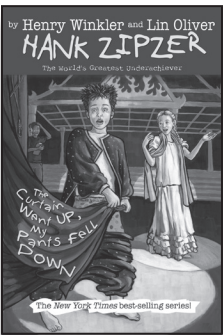
EXTENTION ACTIVITY: In *My Life as a Secret Ping-Pong Wizard*, Hank discovers that not only does he really enjoy playing Ping-Pong, he also has great skills. Unfortunately, not everyone thinks Ping-Pong is a respectable sport, so Hank doesn’t reveal his love for the game. Consider the following: What are you really good at doing? How did you learn to do it? Do you practice? Do others know about your skill, or do you keep it a secret like Hank does? Participate in a day of “Strut Your Stuff” and show off your skills to your classmates, taking the opportunity to teach them what you can do so well.



#10 My Dog's a Scaredy-Cat: A Halloween Tail

On Halloween day, Hank comes to school dressed in what he thinks is the perfect costume: a table in an Italian restaurant. Nick McKelty, the resident school bully (dressed in a total blood-and-guts costume), thinks Hank’s costume is wimpy and that Hank wouldn’t know how to be scary and gross if his life depended on it! So Hank decides to create the scariest haunted house ever and invite McKelty over to show him what scary *really* is. The only problem is that Hank’s dog, Cheerio, is scared of Hank’s haunted house. So scared, in fact, that when Hank tries to find him, he’s nowhere in sight! Have Hank’s Halloween hijinks gone too far?

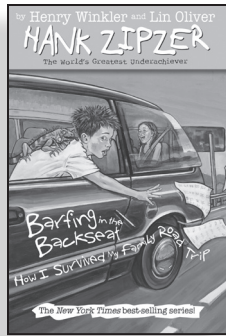
EXTENTION ACTIVITY: In the spirit of the holiday and in an attempt to teach bully Nick McKelty a lesson, Hank and his friends create a haunted house in *My Dog's a Scaredy-Cat: A Halloween Tail*. Working with classmates, design the ultimate haunted house—what are the features of this facility? How many rooms does your spooky house contain? What are the scariest features? Draw a blueprint for the haunted house to share with the class, and be sure to give your spooky haunted house a name as well.



#11 The Curtain Went Up, My Pants Fell Down

Hank is failing math, so he has to work with Heather Payne, resident class brain, to help get his grades up. At the same time, Hank’s school is putting on a production of *Anna and the King of Siam* As coincidence would have it, Hank is cast as the king, and Heather as Anna. But when Hank’s dad tells him he can only appear in the play if he gets a B on his next math test, Hank knows he has to hit the books. Can Hank pull through in time for the show?

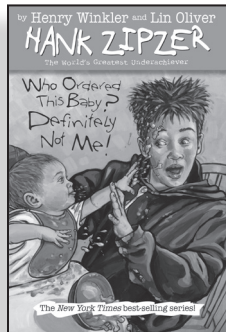
EXTENTION ACTIVITY: Flip to the last page in this booklet and perform a Readers’ Theater! Write your own script for this or any other Hank Zipzer book, assign parts, and invite other classes to watch your show!



#12 Barfing in the Backseat: How I Survived My Family Road Trip

Hank’s dad has decided to enter a crossword puzzle tournament, and he wants to make a family road trip of it! So the family piles into the car, along with Frankie and Katherine the iguana (Hank and Emily each get to bring a “friend”). When they reach their destination, they’ll get to spend the day at a roller-coaster park during Hank’s dad’s tournament! The only caveat is that Hank has a homework packet to finish before they get there . . . which he somehow manages to lose at a stop along the way. Suddenly, Hank doesn’t feel so good . . . Can Hank and Frankie rescue the lost packet and get Hank on a roller coaster?

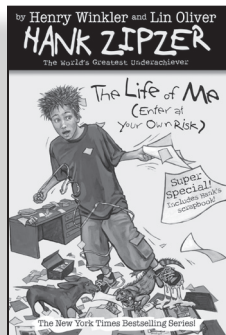
EXTENTION ACTIVITY: In *Barfing in the Backseat: How I Survived My Family Road Trip*, Hank and his family embark on a trip to the National Crossword Puzzle Championship Tournament. Along the way, the family stops off at the Science Museum of Virginia, where they discover possibly the world’s largest candy bar, filled to the ceiling with candies from all over the world in a special exhibit entitled, CANDY UNWRAPPED: SCIENCE NEVER TASTED SO GOOD. In groups, make a list of your favorite candies. Next, research how those candies are made. What are similar features to the production of these candies? Create a group digital presentation to share your findings with the class.



#13 Who Ordered This Baby? Definitely Not Me!

One afternoon, Hank overhears his mom and Frankie’s mom talking about having a baby. Having a baby!? It must be Frankie’s mom that they’re talking about! Frankie will go crazy when he hears about this! Hank worries about how to break the news to his best friend—until he finds out that it’s his own mother who is pregnant! How could she do this to him? One annoying sibling is enough. Hank definitely did not order this baby!

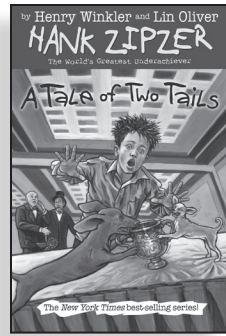
EXTENTION ACTIVITY: In *Who Ordered This Baby? Definitely Not Me!* Hank learns that his parents are expecting, and that he will once again be a big brother. Imagine you have just learned that you will soon be a big brother or sister. What advice would you offer your new sibling as he/she grew up? Write a creative letter to the baby, offering tips for success in your family or life.



#14 The Life of Me (Enter at Your Own Risk)

When Ms. Adolf hurts her back in a tango contest and goes on long-term leave, Mr. Rock (the music teacher) is called in as the sub. Hank is psyched . . . until Mr. Rock suggests that Hank attend an after-school reading program, which means he’ll miss tae kwon do. But when Hank gets a crush on a girl in the reading program, and when Mr. Rock says that instead of writing his autobiography (a class assignment) Hank can present his life in scrapbook form, well . . . life’s looking good. Then Hank finds out that his crush is actually the cousin of his nemesis, McKelty!

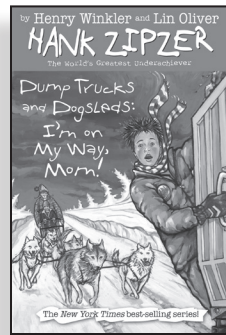
EXTENTION ACTIVITY: Hank discovers that creating an autobiographical scrapbook about himself for school in *The Life of Me (Enter at Your Own Risk)* is far more enjoyable than he anticipated. Create your own autobiographical scrapbook, being sure to include features such as baby “firsts,” Ten Very Important Facts about Me, early drawings, notes to special people such as the Tooth Fairy or Santa, report cards or special certificates, and photos of home, friends, and school. After completion, add your scrapbook to the class display.



#15 A Tale of Two Tails

Hank enters his dog, Cheerio, in a show, hoping to win the big prize. Unfortunately for Hank, Nick McKelty and his gassy little Chihuahua have the same thing in mind. Will Hank and Cheerio be able to take home the ribbon for Best in Show?

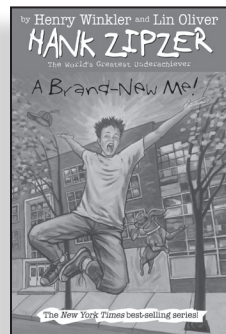
EXTENTION ACTIVITY: In *A Tale of Two Tails*, Hank and Emily both enter their pets in the school mascot competition. Ultimately, Katherine the iguana wins and is declared mascot for PS 87. Using the library and the Internet, research school mascots. What are some of the more unusual mascots you found? What types of institutions are they associated with? Do they receive special care? Select your favorite mascot and create an original illustration of that mascot to display.



#16 Dump Trucks and Dogsleds: I'm on My Way, Mom!

When Hank first heard that his mom was having a baby boy, he wasn’t so thrilled. And when he finds out that the baby will be sharing his room, Hank is positively outraged! To make things easier, Dad takes Hank and Emily away for some bonding. But on the first day of their trip, a freak snowstorm arrives. And then they get a call that the baby is coming early! Hank, Dad, and Emily know they have to get home—and fast! They hop on a train, hitch a ride on a dump truck, jump on a snowmobile, and climb into a dogsled, all in a desperate attempt to get home in time for Baby Zipzer’s birth.

EXTENTION ACTIVITY: The baby’s on the way! In *Dump Trucks and Dogsleds: I’m on My Way, Mom!* when Hank and Emily embark on a “pre-baby” ski trip with their father, they discover that their mom has gone into early labor during a freak snowstorm, and they will have to get really creative to make it home in time to meet Baby Zipzer. Think of a time when you had to be really creative to see something get finished. What did you do that was out of the ordinary? Why was this event so important to you? Pair up with a classmate to share your experience.



#17 A Brand-New Me!

It’s graduation time for Hank and all his friends—time to move on from PS 87 to middle school. Trouble is, there are tests Hank has to pass to get into the same middle schools as his friends, and his learning differences might get in the way. Luckily, a life-altering audition at a performing arts middle school helps him find his true path.

EXTENTION ACTIVITY: Discovering what you are passionate about can help shape your life goals. In *A Brand-New Me!* Hank’s audition at a performing arts middle school helps him realize what he aspires to become. Consider the things you are best at doing. Make a list of five of the things you do really well or you really enjoy doing. Which of these things could be a career when you grow up? Learn what you can about the jobs you find most appealing. What kind of education or training do these jobs require? What are other skills needed to perform the job? Create a short PowerPoint detailing what you have learned.

HANK ZIPZER

SUGGESTIONS FOR CLASSROOM USE

Read-Alouds, Literature Circles, & Cross-Curricular Activities

Themes found throughout the Hank Zipzer series:

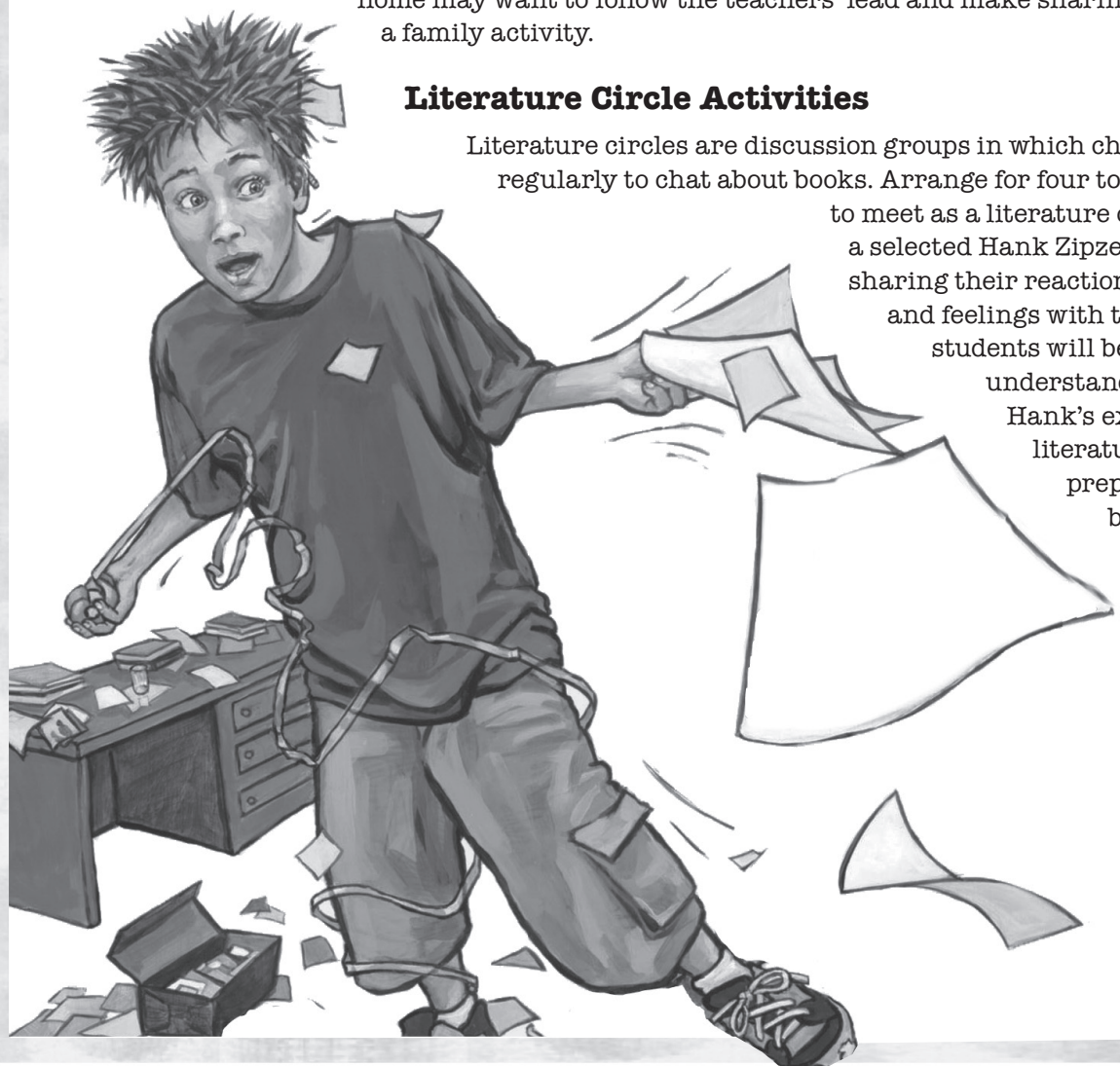
- Family
- Community
- Friendship
- Overcoming adversity
- Sibling rivalry
- Empathy
- Maintaining a positive attitude
- Creativity
- Courage
- Bullying
- Believing in yourself

Read-Alouds in the Classroom

The Hank Zipzer books are wonderful read-alouds. Teachers may want to read the entire series to the class over the course of a year, or they may decide to select the books that take place in the same grade that their students are in. Parents interested in reading to their children at home may want to follow the teachers' lead and make sharing Hank's adventures a family activity.

Literature Circle Activities

Literature circles are discussion groups in which children meet regularly to chat about books. Arrange for four to six students to meet as a literature circle to discuss a selected Hank Zipzer book. By sharing their reactions, opinions, and feelings with their classmates, students will be better able to understand and appreciate Hank's experiences. Each literature circle should prepare a project based on its book(s) to present to the class.



Curriculum Connections

Reading: Throughout the series, Hank struggles to overcome the challenges he faces as a reader. As a journaling activity, write an “I remember when . . .” and share your first memories of reading. What types of books did you like? Were those early reading experiences always pleasurable? Why or why not? Consider the present—what’s your current favorite way to experience a story?

Social Studies: Although Hank’s field trip has some unexpected moments, the location is rich in history and significance for the city of New York. Research the South Street Seaport in New York City, as well as the *Flying P-Liner* and other historical sailing vessels docked in this area. What are other significant features of the South Street Seaport? Create a brochure for tourists visiting this area.

Skills for Living or Home Economics: Participate in a multicultural day by bringing a favorite dish from your family’s culture or heritage. After helping prepare the dish, design an electronic recipe card to share with the class. To enrich this activity, consider dressing up in costumes which reflect the cultures as well.

Art: Select a volume from the Hank Zipzer series and create new, original cover art for the book, making sure to consider the important elements in the novel. Alternatively, select a specific scene contained in a book and create original illustrations.

Math: In order for Hank to play Ping-Pong well, he must control how hard he hits the ball, and the direction in which he hits it. Using a Ping-Pong paddle and ball, apply the same force to each hit, and record the number of times the ball bounces. Transfer these numbers to a graph to determine the average number of bounces.

Science: As we first meet Hank, we learn about his mishap while trying to recreate Niagara Falls. Do your own research on waterfalls. Where are some of the most famous waterfalls located throughout the world? How are they formed? In what ways do they affect the environment? With the assistance of an adult, create a model of a waterfall to display or, alternatively, draw detailed plans which explain how the waterfall works.

Theater: Hank and his classmates star in the play *Anna and the King of Siam*. As a class, read, study, and perform this production, modifying the ending to model the changes made by the fifth grade class at PS 87. Be sure to use costumes and props to complete the performance.

Business: Small businesses like Hank’s mother’s shop are important to communities throughout the country. Select a local business and make an appointment to interview the owner. Consider the following questions: What type of business do you own? When did your business open? Who are your customers? What’s the best/worst part of owning your own business? Create a report detailing your findings.

HANK ZIPZER STORY ANALYSIS

PURPOSE: Students demonstrate knowledge of basic story elements in a selected Hank Zipzer novel.

DIRECTIONS: After a lesson on basic story elements, read a Hank Zipzer novel to the class and have students complete the chart considering setting, characters, problems (conflict), events (sequencing), and solution (conclusion).

Setting where did it happen? when did it happen?

Characters
Who are the most important people in the story?

Problems (Conflict)
What was wrong? What was the problem?

Events (Sequencing)
What happened first? Next? Then what happened?

Solution (Conclusion) How did they solve the problem?



HANK ZIPZER POST-READING ACTIVITY

Connect It!

PURPOSE: Students make connections between characters or simple events in a selected Hank Zipzer novel with people and events in their own lives.

DIRECTIONS: After reading a Hank Zipzer novel, ask students to complete the chart considering the ways in which the story relates to their lives and the world at large.

As I read Hank Zipzer, I OBSERVED . . .

As I read Hank Zipzer, I WONDERED . . .

Sensory descriptions included in Hank Zipzer (hear, smell, touch, see, taste) are . . .

This is similar to my life because . . .

HANK ZIPZER

GRAPHIC ORGANIZER

Somebody/Wanted/But/So Post-Reading Chart

PURPOSE: To help students identify basic literary elements, as well as major plot points in a selected Hank Zipzer novel.

DIRECTIONS: As a class, model the process of the S/W/B/S chart using a familiar story (perhaps a well known fairy tale.). After checking for understanding, have students complete the following graphic organizer on their own using a Hank Zipzer novel.

Somebody (Character)

Wanted (Goal)

But (Problem)

So (Solution)

HANK ZIPZER

READERS' THEATER CULMINATING ACTIVITY

PURPOSE: To demonstrate an understanding of text structure by retelling and sequencing a story.

DIRECTIONS

1. Read a Hank Zipzer novel to the class. After reading the novel, have students complete a story analysis graphic organizer as a way to make observations about the characters, setting, conflict, and plot.
2. To enhance understanding, take a well-known story and model writing a Readers' Theater script as a class activity. After discussing dialogue and performance, divide the class into small groups that will create an original script using a chapter from a Hank Zipzer book as inspiration.
3. Next, allow students ample time to practice, and be sure to meet with each group to answer or clarify any questions they may have.
4. Finally, it's showtime! Allow students to create costumes, props, and sets for the final Readers' Theater performance. Groups will perform for other teams of students. For additional fun, consider filming each performance to share with the whole class.



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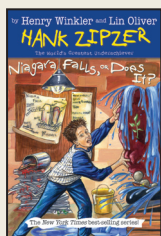
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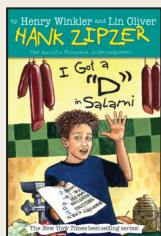


#1 Niagara Falls, Or Does It?

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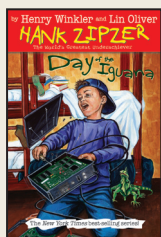


#2 I Got a "D" in Salami

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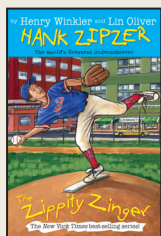


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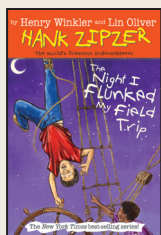


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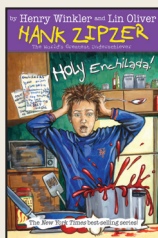


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#6 Holy Enchilada!

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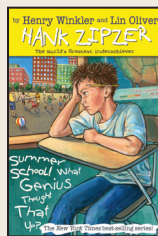
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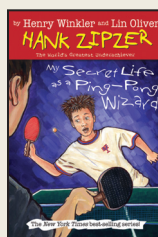


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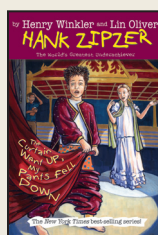


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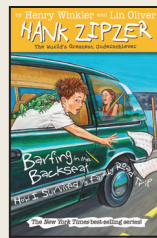


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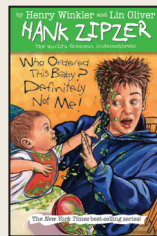


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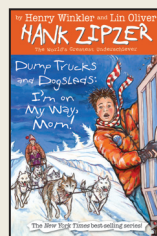
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