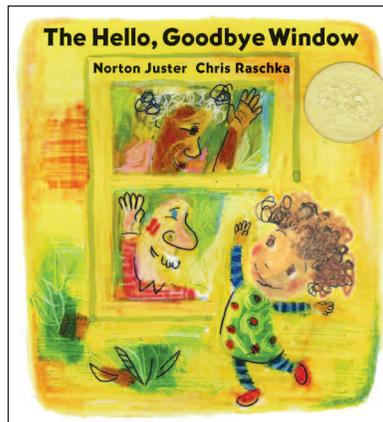


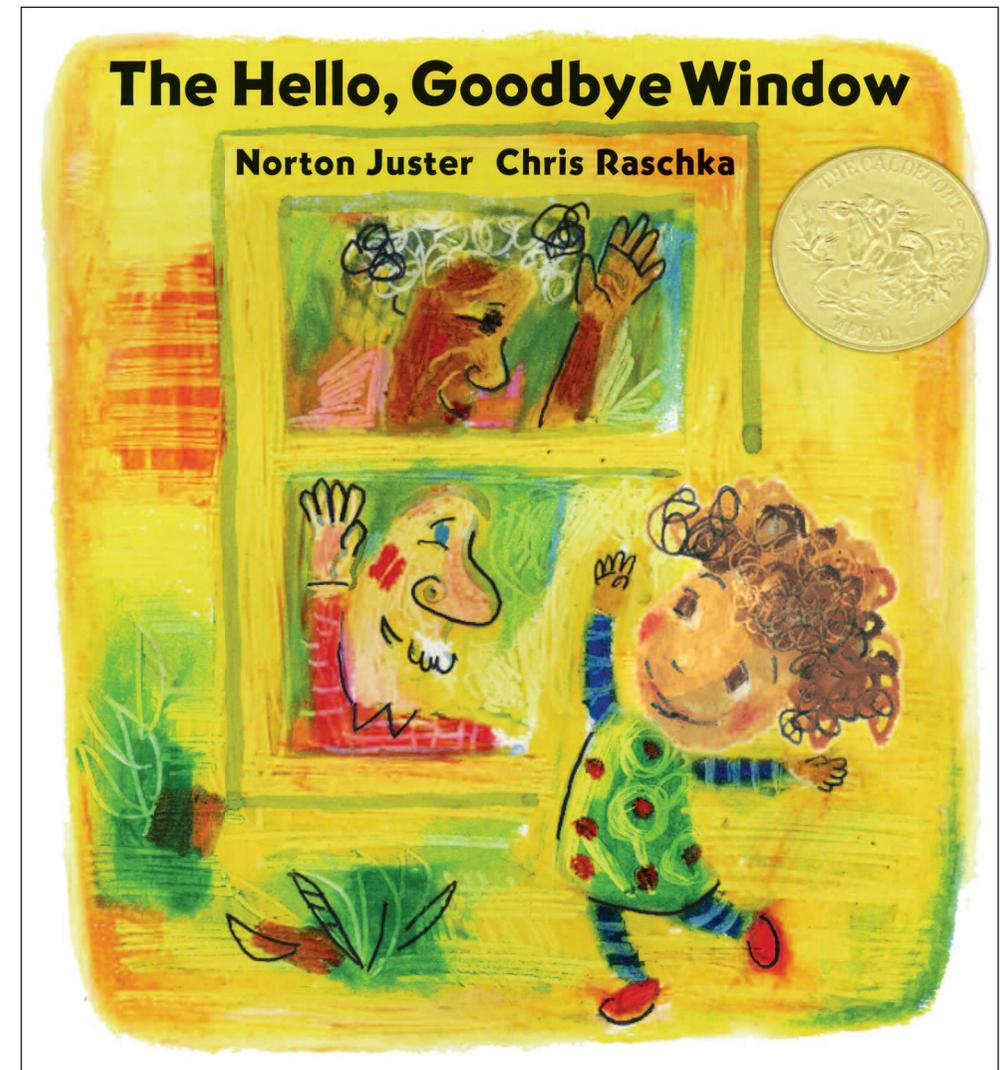
Judy Freeman (www.JudyReadsBooks.com), a children's literature consultant and workshop presenter, is the book review columnist for *School Library Media Activities Monthly* and the author of *Books Kids Will Sit Still For 3* (Libraries Unlimited, 2006).



The Hello, Goodbye Window

Story by Norton Juster
Pictures by Chris Raschka
Tr. ed. 0-7868-0914-0
\$15.95

Michael di Capua Books
Hyperion Books for Children
114 Fifth Avenue, New York, NY 10011
www.hyperionbooksforchildren.com



TEACHER'S GUIDE

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About the Book

An exuberant, curly-haired little girl, spending an idyllic overnight with her Poppy and Nanna, offers a running commentary on the many remarkable features of their special kitchen window and her activities inside and outside their house. This stream-of-consciousness child's-eye view of a visit with adoring grandparents is accompanied by the most bright and joyful, childlike and impressionistic art in cheerful primary colors that dance with happiness. Chris Raschka's Caldecott Medal-winning illustrations, done in sunlit watercolors, pastel crayon, and charcoal pencil, depict a warm and loving biracial family.

Pre-reading and Predicting

Ask your children to look carefully at the cover. They will see a smiling mop-topped child prancing jubilantly in front of a window, from which her grandparents are looking out benevolently at her and waving. Ask them to predict what they think the story will be about and who the people are. What is a Hello, Goodbye Window?



Saying Goodbye and Hello

The story starts on the dedication page, with the little girl and her parents in a three-way hug goodbye. On the title page, her father, standing with his hands in his pockets, looks pensive, and the mother leans slightly forward, waving goodbye. The little girl is already skipping expectantly towards the gate, without a backward look.

As you read the story, ask your group to look at those two pages. Ask them, "How do you think the mom and dad feel about saying goodbye? How do your parents say goodbye to you when you go out? How does it feel when you say goodbye to your parents?"

Meet the Narrator

*"Nanna and Poppy live in a big house in the middle of town.
There's a brick path that goes to the back porch,
but before you get there you pass right by the kitchen window.
That's the Hello, Goodbye Window.
It looks just like a regular window, but it's not."*

This personal narrative is told in the earnest and effervescent voice of the unnamed three- or four-year-old little girl. When you read it aloud, you'll want your voice to assume her intonation and attitude without being forced or cloying. Ask your children to listen to figure out who is telling the story. The little girl is conversational and enthusiastic, confiding in us, the readers, as if we're old friends. Through her eyes, we get to know her, as well as her Nanna and Poppy whom she describes with such verve and perception.

Ask your children how old they think the little girl is and what she is like as a person.



Guided Imagery/Visualizing

"Just look at the kitchen. It's so big. It has a table you can color on and lots of drawers to take stuff out of and play with."

Ask listeners to pay attention to the description of the kitchen. Then have them close their eyes and see if they can visualize what else might be in Poppy and Nanna's kitchen. Have them pretend to open the refrigerator and tell you what's in it, and open the drawers and cabinets and see what's in them, too.

Use Your Mind's Eye

After you finish the story, ask them to close their eyes and picture their grandparents' kitchen and draw what they see. Have them do a Pair Share—show and tell a partner everything important about that place.

Children can draw or paint pictures of their grandparents' house or apartment, inside and out. Ask them to describe the things they like best and why.

Sing It Out: Oh, Susannah

*"Sometimes Poppy plays the harmonica for me.
He can only play one song, "Oh, Susannah."
But he can play it a lot of different ways.
He can play it slow or fast
or he can play it sitting down or standing up.
He says he can even play it and
drink a glass of water at the same time,
but I've never seen him do that."*

Bring in a harmonica to demonstrate. If you can rustle up money for inexpensive harmonicas (you can find 4 inch ones in translucent colors for \$1.99 each at Stewart Toys, www.stewarttoys.com), then everyone can try playing "Oh, Susannah." They can pretend to be Poppy and play their harmonicas "a lot of different ways."

Stephen Foster wrote the song "Oh, Susannah" in 1847. Sing it with your children. If you need the tune to sing along, go to: www.geocities.com/bettyloucountry5/ohsusanna.mid for an instrumental version.

Oh, Susannah

I come from Alabama
With my banjo on my knee
I'm going to Louisiana,
My true love for to see

It rained all night the day I left,
The weather it was dry
The sun so hot, I froze to death
Susannah, don't you cry

Oh, Susannah,
Oh don't you cry for me
For I come from Alabama
With my banjo on my knee

I had a dream the other night
When everything was still
I thought I saw Susannah
A-coming down the hill

The buckwheat cake was in her mouth
The tear was in her eye
Says I, I'm coming from the south
Susannah, don't you cry

Oh, Susannah,
Oh don't you cry for me
For I come from Alabama
With my banjo on my knee



Reflections

*"When I stay over we have our supper in the kitchen too
and when it's dark outside we can look at our reflections in the window.
It works just like a mirror except it's not in the bathroom,
and it looks like we're outside looking in."*

Explain to your students that light can be reflected, as in a mirror. Demonstrate how a window can act as a mirror. If your classroom door has a window, turn out the lights in your room and close the blinds. Stand outside the room and look at your reflections in the window. The darker it is on the other side of the window, the clearer your reflections will be.

Now compare a variety of surfaces to see which materials are good reflectors of light. Ask children to experiment, observe, and determine which materials will reflect their faces.



Possible Materials: plastic spoon, metal spoon, construction paper, a library book covered with a Mylar jacket, mirror, CD, lettuce leaf, towel, aluminum foil, metal bowl or platter, unvarnished piece of wood, varnished piece of wood, suede, patent leather or vinyl, sunglasses, glass plate

Ask them if they can determine what these materials have in common. They should notice that reflective materials are smooth or shiny, and that nonreflective surfaces are not. Reflection happens when light bounces off a smooth or shiny surface back to our eyes.



Say Good Night to the Stars

*"Just before I go up to bed, Nanna turns off all the lights
and we stand by the window and say good night to the stars.
Do you know how many stars there are?
Neither do I, but she knows them all."*

For homework, children can go outside with their parents and count the stars they see. How many stars are there? (Astronomers estimate there are 200 billion stars in our own Milky Way galaxy alone.) What is a star? (Go to the 523.8 shelf of your library's nonfiction section for some good books on the subject.)

Show your children how to recognize and locate the Big Dipper in the sky. Go to www.astropix.com/INDEX.HTM for a photograph of the night sky featuring the Big Dipper and the Little Dipper, showing how the "Pointer Stars" of the Big Dipper point to Polaris, the North Star.

Looking In and Out the Window: Properties of Light

When the little girl first looks in the Hello, Goodbye Window, she can see her grandparents in the kitchen. But when she and Poppy look out the window after dinner, they can see their reflections, just like in the bathroom mirror. When Nanna turns off the light in the kitchen, they can see the stars in the sky. In the morning, they can see the garden through the window.

Discuss with your students

- 1 Why can the girl see different things in and out of the window at different times of day?
- 2 What is different about each time she looks in or out?
- 3 Why can we see through glass?



Talk about light and the three main categories or properties of surfaces or materials. Explain that light passes through some materials and not others.

A surface or material can be *transparent*. This means that light can pass through it. You can look right through it and see things clearly. The glass in windows or eyeglasses is transparent.

A surface or material can be *translucent*. This means that some light can pass through, but you can't see images clearly through it. An unfolded paper napkin or a piece of stained glass is translucent.

A surface or material can be *opaque*. This means that no light can pass through. A metal cookie sheet and a book cover are opaque.

Have students work in pairs or small groups to examine a variety of materials and determine which ones are *transparent*, *translucent*, or *opaque*. Give each group a small flashlight to see if the light shines through, or have them hold the object up to the light to see if any light can pass through.

Possible Materials:

Transparent: reading glasses, saran wrap, plastic water bottle
(both the bottle and the water)

Translucent: wax paper, tissue paper, frosted glass, plastic container lid, bubble wrap

Opaque: construction paper, leather, wood, aluminum foil, cardboard, CD

With the class, create a chart displaying the students findings. Each child can bring in one object for the rest of the class to identify as transparent, translucent, or opaque.

Looking In and Out

Have children fold a piece of drawing paper in quarters. In each quarter, they can draw a window frame. In each frame they can draw and label one thing the little girl saw looking in or out of the window.

What's Outside Your Window?

"Then sometimes I just sit by the Hello, Goodbye Window and watch. Nanna says it's a magic window and anyone can come along when you least expect it."

Discussion Point

- 1 What did the little girl really see out of the Hello, Goodbye Window?
- 2 What did she imagine she saw?
- 3 What do you really see when you look out your kitchen or living room window?
- 4 What would you like to see outside your own Hello, Goodbye Window?

Have each child cut a simple house shape from a piece of construction paper. Have them draw a door and windows, designating one window the Hello, Goodbye Window. With a sharp pair of scissors, cut out that window on three sides, like an Advent calendar, so it can be opened and closed. On a small piece of white paper, have them draw what they would like to see in the window. Glue or tape that picture to the other side of the window, so they can open the window and see it, and say hello and goodbye to it.

Maren Vitali, librarian at Adamsville School in Bridgewater, New Jersey, constructed Hello, Goodbye Windows with her first grade classes. For each child, she precut a one-inch window frame into a 9" x 12" sheet of brightly colored heavy-stock paper, with a one-inch bar in the center that divided the window frame in half.

On a plain white piece of white paper, she typed the following near the bottom of the page and then photocopied one page for each child:

When I looked out the Hello, Goodbye Window, I saw _____ .

Each child completed the sentence and then drew what he or she saw outside the window. They then glued the window frame to the front of the picture. Finally, Mrs. Vitali stapled a piece of sheer fabric to the top of each window frame to give the window a curtain. She said, "I know the window didn't have a curtain in the book, but it adds an extra bit of mystery. To see what is in the window, you have to lift the curtain. It made a great interactive bulletin board."

You can also extend the writing activity to talk about fact and fiction; real versus imagined. Children can write two sentences: one fiction, and one factual:

- 1 **When I looked out the Hello, Goodbye Window, I saw an erupting volcano.**
- 2 **No, not really. I live at the seashore and there are no mountains here.**

In the Garden

"You can look out and say good morning to the garden or see if it's going to rain or be nice."

Much of the story takes place inside, but the little heroine also heads outside to play, with her grandparents keeping an eye on her as she rides her bike and helps Nanna in her garden. You could talk about flowers and what kinds Nanna might grow. You could decide to plant a class garden, outside if there's a patch of available ground, or inside in a windowsill planter. Or plant seeds in paper or plastic cups, so children can bring the plants home to transplant. Relatively quick-growing seeds include string beans, snapdragons, marigolds, zinnias, or plain old grass. Or you could force bulbs like amaryllis or crocuses.



Eat Up

What's for Breakfast?

*"Poppy makes breakfast. He says it's his specialty.
My favorite is oatmeal with bananas and raisins
that you can't see because he hides them down inside.
I find them all."*

If you have cooking facilities available, make Poppy's oatmeal—the old-fashioned, slow-cooking kind where everyone can take a turn stirring it with a wooden spoon. Serve in bowls with bananas, raisins, a bit of brown sugar, and a little milk. Or, make the instant kind, which isn't interactive, but will still do the trick.

Talk about what constitutes a good breakfast. Ask each child to tell what he or she ate for breakfast today and compile a list of everyone's favorite breakfast foods. Make a class chart showing the foods they eat. Children can draw, color, cut out, and paste to the chart their pictures of favorite breakfast foods, sorted in columns under: juice, eggs, bread, cereal, side dishes.

Discussion Questions

- 1 What is your favorite breakfast?
- 2 What do your grandparents feed you?
- 3 What are their "specialties"?

Pizza Galore

The little girl's favorite pizza is pepperoni and cheese. Trace a 9" circle on pieces of 9" x 12" light-colored construction paper. Children can cut out their own personal-sized pizzas. Using crayons or cut-and-torn construction paper, they can make a collage pizza with their own favorite toppings.



Character Studies

Each of the three main characters has a quirky and memorable personality. Explore the ways Poppy and Nanna play and interact with their granddaughter. Ask your children to tell about the special games and times they share with their own grandparents. Do Nanna and Poppy have anything in common with their grandparents?

Poppy

*"Sometimes Poppy says in a real loud voice,
'HELLO, WORLD! WHAT HAVE YOU GOT FOR US TODAY?'
Nobody ever answers, but he doesn't care."*

Discussion Point

- 1 If the world could answer, what might it say?
- 2 What did the world have for you today?

Children will notice that Poppy has a great sense of humor and loves to tease and joke around. Have children recall the times when Poppy is kidding and when he is serious.

Nanna

Nanna is not as flamboyant a person as Poppy, but she's warm and loving. Nanna loves her garden, spends quality time with her granddaughter looking at the stars before bed, and introduces her to the magical qualities of the Hello, Goodbye Window.

Little Girl

"When I get tired I come in and take my nap and nothing happens until I get up."

What a perfectly child-centric view of the world. It stops when she's not there. Otherwise, the jaunty little narrator colors, plays inside and out, and notices everything that goes on around her. In the garden, she's afraid of "the tiger who lives behind the big bush in the back so I don't ever go there." Listeners will point out that the tiger is really just a cat, and observe the child hiding apprehensively behind her grandmother.

Now make a chart with three columns: **Little Girl**, **Poppy**, and **Nanna**. Under each name, have children brainstorm a list of adjectives that describe that person, and explain why each adjective applies.

What do you do at your Grandparents' House?

"When I get dressed, I help Nanna in the garden."

What does the little girl do at Nanna and Poppy's house that's fun?

What do you do with your grandparents that's fun? Ask your listeners to think about the activities they like to do best when they visit their grandparents.

They can finish the following sentence and illustrate it:

"When I visit _____ (name of grandparent here), I _____ ."

Children can write or narrate into a tape recorder a stream-of-consciousness narrative about time they've spent with their grandparents.

Admonitions

Note that in the kitchen, the little girl cautions you, "But you can't touch anything under the sink. You could get very sick." When she goes outside and rides her bike, Poppy says, "Not in the street, please." She collects sticks and acorns. Nanna says, "Not in the house, please." Talk it over with your group: What are the things your parents or grandparents caution you not to do? What are the rules at your grandparents' house, inside and outside? How are they the same or different from the rules at home?

Family Inventory

Talk about families and generations, and make text-to-life connections.

Possible Questions

- 1 Who is in the little girl's family?
- 2 How many generations are in her family?
- 3 How many generations are in your family? How many grandparents do you have?
- 4 Who else is in your family?
- 5 Does anyone in your family look like you?
- 6 Does anyone in your family come from another country? Where?
- 7 Where do your grandparents live? How often do you get to see them?

Children can draw family portraits and label each person by name and status in the family, such as sister or uncle or cousin or even great-grandparents. Talk about how family members are related and make a simple family tree template to fill in, with grandparents on the top, then aunts and uncles, cousins, parents, and siblings.

Your listeners may or may not comment on the little girl being part of a biracial family. Both her mother and grandmother are black (and Nanna comes from England, so it may be inaccurate to call her African American), while her father and grandfather are white, and both have the same blue eyes and bulbous noses. How are they all related? The story doesn't mention it, and it doesn't matter, anyway. According to the 2000 census, nearly seven million Americans, or 2.4% of all Americans surveyed, identified themselves as members of more than one race.

In Nanna and Poppy's kitchen, the little girl says there are ". . . all kinds of pictures from the olden days. Nanna says she even used to give me a bath in the sink when I was little—really!"

Ask children to recall a story about themselves when they were little that their grandparents or parents have told to them. Bring in family pictures and share them. Paint pictures of grandparents' houses or apartment buildings, on the inside and outside.

What's in a Name?

And finally, talk about names. The little girl in the story calls her grandfather "Poppy" and her grandmother "Nanna." Ask them: What do you call your parents? Your grandparents? Do you have special names for them? How did they come to be called these names? Make a list of the grandparent names they use and compare them together. What do the names have in common? How are they different?



All About Me

Looking at the Clock

After reading the young narrator's description of her visit to Nanna and Poppy's house, review the major events of her twenty-four-hour day. Bring out a clockface and work out with your listeners the time each of her activities might have occurred, from her afternoon arrival (5 p.m.?), through dinnertime, watching the stars, bedtime, waking up, eating breakfast, playing in the garden, naptime, and going home with Mommy and Daddy. Have them move the clock hands to the proper times.

Making that text-to-self connection, have them fill in a one-page graphic organizer of their own typical day, with one box for each time slot, two hours apart, starting at 8 a.m. and going to 8 p.m. They can label each box with their activity (such as "I eat breakfast." or "I read my library book."), and draw a picture of it.

A Book About Me

Take a piece of paper, 9" x 12" or larger, and fold it in quarters. Staple along the second fold, cut off the folded strip along the top, and you have a very cute little eight-page book, made out of a single piece of paper. Children can make books about themselves. On the cover, have them put the title, their names, and a picture. Make a list of what the pages in the book should be about.

Some possibilities:

My family

My house

My bedroom

My favorite things to do

My favorite things to eat

Saying Hello and Goodbye

In English, there are many ways to say hello and goodbye. Ask your children to brainstorm a list of each. Their list for hello might contain: *hi, greetings, how do you do, howdy, hey, or what's happening?* For goodbye, there's *adieu, bye-bye, cheerio, see you, farewell, and so long.* And, of course, there's, "See you later, alligator." "After a while, crocodile."

From The Beatles' album *Magical Mystery Tour*, play the perfect accompaniment to *The Hello, Goodbye Window*—the song "Hello Goodbye."

"You say yes, I say no
You say stop and I say go, go, go
Oh, no
You say goodbye and I say hello
Hello, hello
I don't know why you say goodbye
I say hello . . ."



In the nonfiction picture book, *Hello! Good-bye!* (Greenwillow, 1996), author/illustrator Aliki explores aspects of what the words “hello” and “good-bye” can mean and how and when we use them.

Look at some of the ways to say hello and goodbye in other languages in Manya Stojic’s picture book, *Hello World!: Greetings in 42 Languages Across the Globe* (Scholastic, 2002).

Look at Jennifer’s Language Page at www.elite.net/%7Eranner/jennifers/index.htm to see how to say hello in more than 800 languages and goodbye in 450 languages.

For a list of common phrases in many languages, go to Wikipedia at http://en.wikipedia.org/wiki/Common_phrases_in_various_languages.

To get you started, here is a short list of hellos and goodbyes. Ask your students if they speak any other languages and can contribute salutations in those languages as well.

Chinese (Mandarin)

nihao (knee-how)
zaijian (dzai-iyen)

French

bonjour (bohn-JHURE)
au revoir (oh reh-VWAR)

German

hallo (HAH-loh)
auf Wiedersehen (owf VEE-der-zayn)

Hawaiian

aloha (a-LOW-ha)
a hui hou (a hoo-ee hoe)

Hebrew

shalom (shah-LOHM)

Hindi

namaste (nah-mah-STAY)

Italian

ciao (chah-ow)
arrivederci (a-ree-veh-DARE-chee)

Japanese

konnichiwa (koh-NEE-chee-wah)
sayonara (sigh-yoh-NAH-rah)

Spanish

hola (OH-la)
adios (ah-dee-YOS)

Swahili

jambo (JAM-boh)
kwaheri (kwa-HAY-ree)

Vietnamese

xin chao (sin chow)
taam byeet (tom bee-yet)



Happy and Sad

“Mommy and Daddy pick me up after work. I’m glad because I know we’re going home, but it makes me sad too because I have to leave Nanna and Poppy. You can be happy and sad at the same time, you know. It just happens that way sometimes.”

Mixed Emotions

Discussion Point: Have you ever been happy and sad at the same time? We call this having mixed emotions, when you feel two ways at once. What other mixed emotions have you experienced?

Instructions for a Follow-up

Fold a piece of construction paper in half. On the bottom of one half write:

“I was happy when _____.”

On the other half write, **“But I was sad because _____.”**

Illustrate your sentences.

Opposites

There are two sets of opposites described in the story. First, of course, is *hello* and *goodbye*. Second is *happy* and *sad*.

Make a list of other opposites and draw pictures of them. Here's an opposites poem you can read aloud and have children perform as a choral reading:

Fast, Slow, Goodbye, Hello

by Judy Freeman

Fast, slow

Goodbye, hello

Black, white

Morning, night

Large, small

Short, tall

Up, down

Smile, frown

Sit, stand

Sea, land

Wet, dry

Give up, try

Cold, hot

A little, a lot

Smooth, rough

Easy, tough

In, out

Whisper, shout

Give, take

Asleep, awake

Good, bad

Cheerful, sad

Laugh, cry

Hello, goodbye



The Caldecott Medal

The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children.

How does the Caldecott Committee choose its books? As it says on the Web site www.ala.org/alsc/awardsscholarships/literaryawds/caldecottmedal/caldecottterms/caldecottterms.htm, the award is for "distinguished illustrations in a picture book and for excellence of pictorial presentation for children. The award is not for didactic intent or for popularity."

Talking Points

In discussing the Caldecott Medal book *The Hello, Goodbye Window* with children, you'll want them to look closely at not just the story but at the illustrations. What do you want them to notice? Here are some things to consider and evaluate.

- 1 The Caldecott Committee looks for "excellence of execution in the artistic technique employed." What kind of technique does Chris Raschka use for his pictures? (Raschka's ebullient pictures for *The Hello, Goodbye Window* were rendered in pastel crayon, watercolor, and charcoal pencil.) Have your students examine the pictures and see if they can figure out how they were done.
- 2 Discuss with your students: Why do you think the Caldecott Committee chose this book? What is special or memorable about the illustrations?

Look closely and you'll notice Chris Raschka has painted layers of vibrant colors on a white background. The impressionistic splashes and dabs of watercolor and pastel crayon might remind you of Matisse or Rouault, and certainly will bring to mind children's paintings and crayon drawings. He uses dashes and scribbles of charcoal pencil lines to set off Poppy's nose and beard, Nanna's dress, and the young girl's curls.
- 3 Ask children what colors they notice and how color plays a part in each picture. How do the pictures change from page to page? You'll notice that some of the pictures are large double-page spreads, while other pages show smaller close-ups

of Poppy looking at the little girl “in his funny way” or the dog in the garden biting Nanna’s flowers. Look at the differences between the outside daytime paintings and the double-page one of the window-lit house outside at night. Look at the dark green trees and night shadows and the dark purple and blue sky, set off by childlike stars painted pink or scrawled in the wet watercolors.

- 4 How do the character’s faces show what they are feeling? Note the body language of the characters and have your children mimic some of their stances and facial expressions. What kind of mood do the pictures show? How do they make you feel?
- 5 Now apply your discussion of the picture to the children’s own artwork. Have them paint colorful pictures in watercolor to see if they can depict their houses inside and out, or both. Have them paint portraits of their grandparents or other family members.

Compare Other Caldecotts

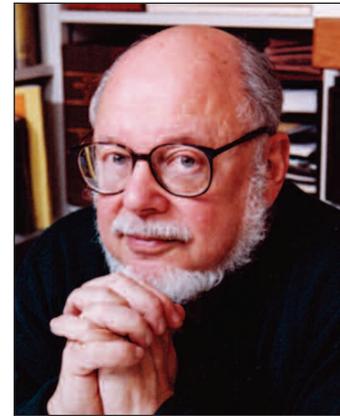
Compare and contrast the story and pictures in *The Hello, Goodbye Window* with other easy-to-read Caldecotts, including *Kitten’s First Full Moon* by Kevin Henkes (Greenwillow, 2005), *My Friend Rabbit* by Eric Rohmann (Roaring Brook, 2003), and *Joseph Had a Little Overcoat* by Simms Taback (Viking, 2000). Also look at Caldecott Honor Books such as *No, David* by David Shannon (Scholastic, 1999), *Don’t Let the Pigeon Drive the Bus!* by Mo Willems (Hyperion, 2003) and *Knuffle Bunny*, also by Mo Willems (Hyperion, 2004). What styles of art do they use? Do they have anything in common? What is surprising, startling, and satisfying about each of these books?

Compare depictions of grandfathers with Caldecott winner *Song and Dance Man* (Knopf, 1988) by Karen Ackerman, illustrated by Steven Gammell.

Owl Moon by Jane Yolen, illustrated by John Schoenherr (Philomel, 1988), is another personal narrative told from the point of view of a young girl who describes the winter night that she went owling in the snow with her father. How are the narrations and pictures different from *The Hello, Goodbye Window*?

And don’t forget Chris Raschka’s Caldecott Honor book, *Yo! Yes?* (Orchard, 1993). Read it aloud and compare and contrast Raschka’s illustration style with *The Hello, Goodbye Window*.

About the Author and Illustrator



Norton Juster is a now-retired architect and a grandfather (“just warming up,” as it says on the back flap of the book). He is the author of *The Phantom Tollbooth*, a classic fantasy novel for children, and a whimsical mathematical romance in picture book form, *The Dot and the Line*.



Photo credit: Kikuko Usuyama

Chris Raschka won a Caldecott Honor for his book, *Yo! Yes?* and has written and/or illustrated more than forty jazzy picture books, including *Charlie Parker Played Be Bop*; and *New York Is English, Chattanooga is Creek*. For a four-minute movie featuring Raschka and his books, go to www.teachingbooks.net.

