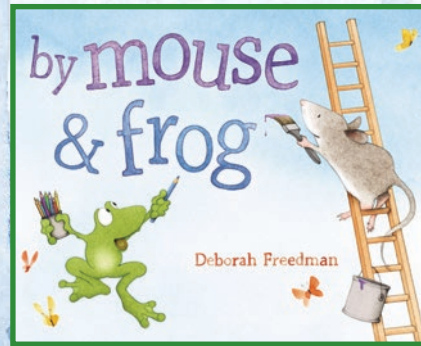


# AN EDUCATOR'S GUIDE TO

# the Works of Deborah Freedman



The lesson plans in this guide are aligned to Common Core  
State Standards for Kindergarten



## Dear Educator,

Welcome to the Deborah Freedman educator's guide! Prepare to smile because that is exactly what you will find yourself doing as you enjoy the deceptively simple stories and sweet illustrations that are the hallmark of Deborah Freedman's work. This guide has been created to help you introduce your youngest readers to tales that will delight and entertain them through fun, engaging, and age-appropriate activities.

We hope you will find these lessons helpful and enjoy sharing these wonderful picture books with your students!

—Penguin School & Library Marketing



## About the Author



Deborah Freedman was an architect once-upon-a-time, but now she loves to build worlds in books. Her first picture books were tiny and handmade over twenty years ago for her own young children, and her first published book, *Scribble*, debuted in 2007. Since then she has written and illustrated *Blue Chicken*, *The Story of Fish & Snail*, and *By Mouse & Frog*. Her books have received multiple starred reviews, “best of” honors, nominations, and awards — including SCBWI’s Crystal Kite Award.

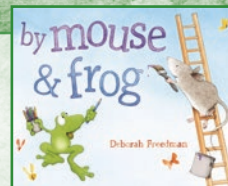
Lost in the arts for as long as she can remember, Deborah majored in art history in college at Yale and studied architecture at the Harvard Graduate School of Design. When she isn't making picture books or daydreaming, she likes to wander through museums, libraries, and the woods—at home in Connecticut.

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# By Mouse & Frog



## LANGUAGE ARTS

- **Pass on the Story:** Write/tell a class story, just as Mouse and Frog wrote a story together. Introduce a special storytelling object to the class (e.g., a talking feather, a wand, a stress reliever ball). Explain that each student gets a turn to hold the object and add a sentence or two to a story before passing the story (and object) on to the next person.

\*\* Correlates to Common Core State Standards RL.K.10; SL.K.1, SL.K.6

- **Finish Mouse's Story:** Ask students to dictate or write how they would each finish the first lines of the story: "Once upon a time, Mouse woke up early and set the table..."

\*\* Correlates to Common Core State Standards RL.K.10; W.K.3

- **Interrupting Frog:** Introduce "Frog" to your class as a stuffed animal, puppet, toy, or printed picture. Explain that whoever is holding Frog is allowed to start talking right away. Begin a class discussion about any topic of interest to the class or relevant to the school day. Hand Frog to a student in the middle of another student's turn. After a few instances of breaking the flow of conversation, discuss with the class what it was like to have the "Frog" interruptions. How did you feel when your friend started talking while you were still sharing your idea? As a listener, how did you feel when your friend interrupted our talk?

\*\* Correlates to Common Core State Standards RL.K.10; SL.K.1, SL.K.6

## MATH

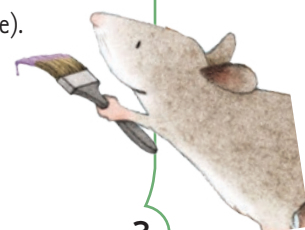
- **Frog Measurement:** How far can you hop like a frog? Mark a starting point in your room, in the gym, or outside. Lay a tape measure or meter sticks on the ground at the starting point. Give each student a turn to jump as far as they can from the starting point. Mark where they land with tape or chalk. Help students read the measurements for their jumps. Compare: who jumped the farthest? How many friends jumped more than \_\_\_ feet/inches? Extend the activity by recording and graphing the class's jumps.

\*\* Correlates to Common Core State Standards K.MD.A.2; RL.K.10

## ART

- **Cooperative Art:** Lay out a large piece of paper on the floor or on a table. To provide inspiration, you may want to start the class drawing by sketching a rough environment or a large shape. Invite each student to have a turn to draw on the paper and add to the scene. Gather as a group after everyone has had a turn and discuss what the class created together. What did you add to our drawing and why? What is one part you like that someone else drew? Extend the activity by telling a story about the drawing together (see "Pass on the Story" above).

\*\* Correlates to Common Core State Standards RL.K.10





# The Story of Fish & Snail



## LANGUAGE ARTS

- **Think of a Time When...** In *The Story of Fish & Snail*, Snail needs to be brave to face the fear of leaving a familiar story. Prompt, When is a time when YOU have had to be brave? Record students' dictations, or guide students to write a few lines answering the question. Students may add an illustration of their answer as well.

\*\* Correlates to Common Core State Standards RL.K.10; SL.K.4, SL.K.5, W.K.3, W.K.8

- **Discussion:** After reading the book, ask, Do you always agree with your friends about what to play? What are some things you can do if you and your friends do not agree? What did Snail decide to do?

\*\* Correlates to Common Core State Standards RL.K.1, RL.K.10; SL.K.1, SL.K.2, SL.K.4

## MATH

- **Sorting:** Prepare a collection of shells, either real or printed pictures on cards. Ask students to sort the shells into groups (e.g., by color, by size, by shape, etc.).

\*\* Correlates to Common Core State Standards K.MD.A.1, K.MD.B.3; RL.K.10

- **Graphing Fish:** Give each child a small cup of colored goldfish crackers (yellow, orange, red, and green). Ask students to sort their goldfish by color. Help them to color in a simple bar graph illustrating how many goldfish of each color they have in their groups.

\*\* Correlates to Common Core State Standards K.CC.B.4, K.CC.B.5, K.CC.C.6; RL.K.10

- **Shape Ships:** At the end of the story, Fish and Snail pretend to be pirates and sail in a pirate ship. Provide multiple paper shapes of varying sizes for students to arrange and glue to make a pirate ship of their own. Review which shapes they are each using for different parts of the ship. If developmentally appropriate, provide shape outlines for students to cut out themselves for the project.

\*\* Correlates to Common Core State Standards K.G.A.2, K.G.B.5; RL.K.10, K.G.B.6

## SCIENCE

- **Sensory Table/Tub:** Put pebbles and/or water in the sensory table, along with shells, toy boats, fish and snail toys, and other materials from the story. Encourage students to retell the story while playing with the materials or to create new scenes for Fish and Snail.

\*\* Correlates to Common Core State Standards RL.K.2, RL.K.10

- **Sink or Float:** Conduct an experiment with the class. Gather (or ask students to gather) various small objects to test in a clear container of water. Examples of test items include plastic utensils, metal utensils, a Lego, paper, an apple, a pencil, a ball of aluminum foil, a coin, a leaf, a rock, etc. Ask students to predict which items will sink or float. After testing several objects, students may record observations by drawing and/or by sorting and gluing pictures of the objects on a chart. Extend the activity by leaving the container of water in the classroom with additional objects that students can test themselves.

\*\* Correlates to Common Core State Standards SL.K.5; RL.K.10; W.K.2, W.K.8





# Blue Chicken



## LANGUAGE ARTS

- **Discussion:** Ask students to predict, Which bottle of paint was knocked over next? Who do you think knocked it over?

\*\* Correlates to Common Core State Standards RL.K.7, RL.K.10; SL.K.1

## MATH

- **Color Classification:** Guide students to sort items. What is usually blue? What is NOT usually blue? Either provide a group of objects for students to physically sort, or brainstorm items as a group and list in a chart.

\*\* Correlates to Common Core State Standards K.MD.A.1, K.MD.B.3; RL.K.10

- **Blue Scavenger Hunt:** Outside and/or in the classroom, guide students on a hunt for blue objects. Gather small objects to display or share as a class, and take pictures of larger items or parts of the environment.

## SCIENCE

- **Color Mixing:** In *Blue Chicken*, the yellow chicks turn green when splashed with blue paint. Use these illustrations as a stimulus for experimentation with colors:

- » Mix water with yellow food coloring in a clear container. Ask for predictions before adding drops of blue food coloring to the container, and observe results.
- » **Easel Exploration:** At the easel (or art table), provide one cup of blue paint and one cup of yellow paint, and allow students to freely explore and mix the paint with paintbrushes, fingers, or other paint tools.

- **Blue Celery Experiment:** In *Blue Chicken*, the blue paint spreads all over the page. What would happen to a plant placed in blue water? Place a whole celery stalk (with bottom bit cut off but with leaves intact) in blue dyed water. Ask students to dictate or write predictions about what will happen to the celery over time. Record observations over the next few days as the celery's leaves and stem turn blue.

\*\* Correlates to Common Core State Standards RL.K.10; W.K.2, W.K.8

- **Through a Blue Lens:** Help students make blue cellophane “magnifying glasses.” Cut the middle circle out of a paper plate. Tape or staple blue cellophane over the hole. Allow students to explore the classroom or outside with their blue lenses. What would the world look like if everything were blue?

## ART

- **Mixed-up Colors:** In *Blue Chicken*, many of the animals and objects on the farm turn blue, though they're supposed to be painted a different color. Guide students in painting or drawing animals or things in unexpected colors (e.g., pink cow, orange banana, green clouds, etc.).
- **Shades of Blue:** Provide students with white, black, and blue paint. Guide them to explore how many different shades of blue they can make by blending their paints together.





# General Lesson Ideas

- **What a Character!:** In Deborah Freedman's books, the characters are part of books or stories within each actual book. Discuss:

- » Which Deborah Freedman character would you like to come to life **out** of the book? Why?
- » In which Deborah Freedman book would you like to be a character? Why?

\*\* Correlates to Common Core State Standards RL.K.3, RL.K.9, RL.K.10; SL.K.1, SL.K.2, SL.K.6

- **Deborah Freedman and Friends:** A common theme in Deborah Freedman's books is friendship and cooperation. Discuss:

- » In which part of [book] does a character show how to be a good friend?
- » With which character would you most like to be friends? Why?
- » Deborah Freedman's characters help one another to solve problems (*Blue Chicken*), to find courage (*The Story of Fish & Snail*), and to learn how to work and play together (*By Mouse & Frog*). What are some ways that we can help others at school? At home? While playing with friends?

\*\* Correlates to Common Core State Standards RL.K.1, RL.K.9, RL.K.10; SL.K.1, SL.K.2, SL.K.4 SL.K.6

- **Felt Board Stories:** Make a felt board and felt characters from Deborah Freedman's books available for students to use in the classroom. Encourage them to retell parts of the books, role-play as different characters, or create new stories using the felt materials. Extend the activity by providing pieces of felt for students to create their own characters or story props to add to the board.

\*\* Correlates to Common Core State Standards RL.K.2, RL.K.10

- **Print Size Matters:** While reading (or rereading) Deborah Freedman's books, point out to students how the print size and style change at certain parts of each story. Discuss how the print in a book can help show us how we are supposed to read certain words and how print can convey emotion. Why do you think the print is bigger/smaller in this line? Why do you think these words are a different color or darker (bold)? Why do you think this word is in all capital letters? What does it mean when these words are slanted (italicized)? Why do you think these lines are not straight on the page? What do you notice about the words on this page; how do they seem different from the print on other pages?

\*\* Correlates to Common Core State Standards RF.K.1; RL.K.10, RL.K.1; SL.K.2

- **What Comes Next?** At the end of reading a book aloud, ask students to consider what they think might happen next if the story were to continue. Ask them to illustrate a page that would follow the last page of the book.

\*\* Correlates to Common Core State Standards RL.K.10; SL.K.1, SL.K.2, SL.K.5; W.K.3

- **Reading Emotions:** In each story, point out specific illustrations that show a character's emotional reaction. Ask students to identify how that character may be feeling based on what is happening in the story and in the illustration.

\*\* Correlates to Common Core State Standards RL.K.1, RL.K.7, RL.K.10; SL.K.1, SL.K.2



once upon a time

Mouse, if we like to write books, we should become SUPER READERS.



Are they species inclusive?

I think you just have to read hundreds of books.



Hundreds of books?

Or thousands of books!



Millions and billions and trillions of books!



I think I can I think I can...



and they lived happily ever after.



because #writersReaders

Be a SUPER READER!





## PRAISE FOR **Deborah Freedman:** **By Mouse & Frog**

- ★ "With metafiction crowding picture-book shelves these days, each new piece needs to earn its place, and this one does.... An elegant, exuberant portrayal of stylistic differences and child-writer passion."

—*Kirkus Reviews*, starred review

- ★ "Wearing its metafictionality lightly and told largely through dialogue that begs for performance, Freedman's story speaks to power of creative passion and the rewards of playing well with others."

—*Publishers Weekly*, starred review

## **The Story of Fish and Snail**

- ★ "Right from the title page, Freedman's latest makes a splash... This marvelous metabook shines in both concept and beauty."

—*Kirkus Reviews*, starred review

- ★ "Shines in both concept and beauty."

—*Kirkus Reviews*, starred review

"The theme of books as doorways into rich new adventures couldn't be more vividly conveyed."

—*Publishers Weekly*

"Freedman's paintings, brimming with raucous, three-dimensional splashes of color, bring to mind David Wiesner's *Art & Max*."

—*The New York Times*

## **Blue Chicken**

- ★ "Breathtakingly beautiful meta-illustrations will draw many eyes to this tale of a curious chicken who spills some paint... Delicate and durable, visually sophisticated yet friendly: simply exquisite."

—*Kirkus Reviews*, starred review

- ★ "Full of surprise and emotion... The book has much to pore over on every page, and children will want to experience the action over and over again."

—*School Library Journal*, starred review

- ★ "The spare, poetic text allows the images to shine... this delightful treat emphasizes the joy of breaking free of conventional boundaries and turning accidents into art."

—*Booklist*, starred review