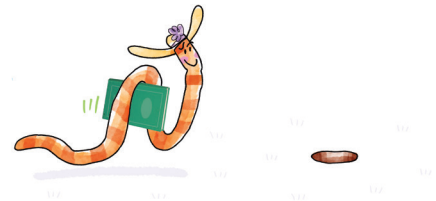


## Give Me Back MY BOOK!

Travis Foster and Ethan Long

978-1-4521-6040-5 \* \$16.99 HC  
978-1-4521-6048-1 \* \$13.99 E-book  
Ages 5 to 8 \* F&P Text Level Gradient: M  
Lexile® Measure: TK



### ABOUT THIS BOOK

In this humorous picture book, author/illustrators Ethan Long and Travis Foster tell a story of two friends, “Redd” and “Bloo,” who fight over the ownership of one special green book. This teacher guide contains discussion questions and activities aligned with the Common Core State Standards. See inside for reference to the Reading and Writing strands and grade-specific standards.

### ABOUT THIS GUIDE

Picture books serve as valuable resources across grade levels. Young people will enjoy this picture book for multiple reasons, from the fun story and colorful illustrations to the comic feel of the speech bubbles and the opportunities for extensions into the creative arts. Older students should not be deterred from reading and enjoying this book. Kimberly Hill Campbell<sup>1</sup> reminds us:

[Children’s literature] serves the needs of all adolescent readers...It is important to create a classroom where reading children’s literature is presented as a genre study of literature. As Jamie Williams notes, children’s books have the same elements as short stories, poetry, or nonfiction, but their accessibility “levels the playing field for students and also reconnects them with the excitement of story-time.”

To promote excitement around story-time for students of all ages while teaching the elements of literature, this educator guide contains discussion questions and activities that are aligned with the Common Core State Standards, specifically the anchor standards in reading, writing, speaking, and listening.

<sup>1</sup> Campbell, K.H. (2007). *Less Is More: Teaching Literature with Short Texts -- Grades 6–12*. Portland, ME: Stenhouse Publishers.

## DISCUSSION QUESTIONS AND ACTIVITIES INSPIRED BY *Give Me Back My Book!*

### BEFORE READING (PRE-READING)

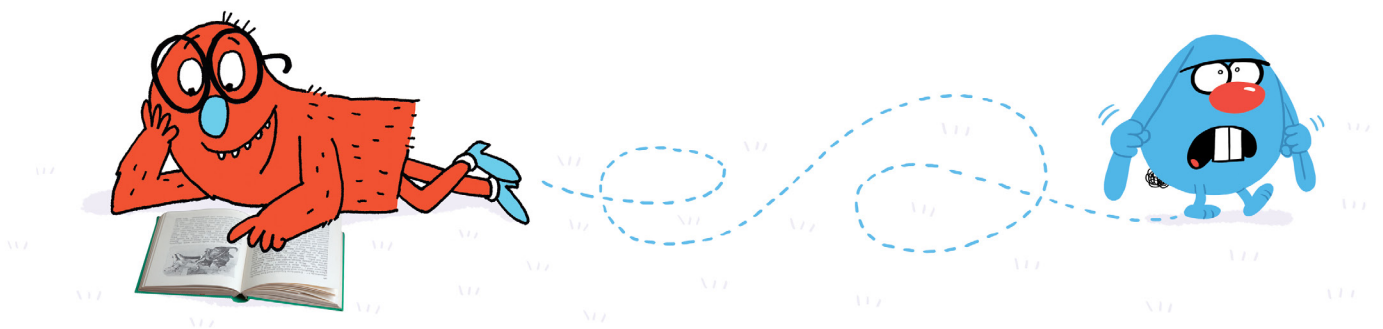
1. A significant portion of the book follows the two main characters, Bloo and Redd, as they argue over a green book. Bloo and Redd use descriptive details to distinguish why they think the book is theirs. To get students thinking about descriptive details, have them talk about what makes an object (e.g., their book bag, their water bottle, their jacket, etc.) theirs. Encourage students to describe various parts of the object and other specific details.
2. Discuss and label with students the various parts of a book (preferably one of their favorite read-alouds).
3. Lead a classroom discussion about conflict resolution, and/or instruct students to write about the topic in a journal. Ask students if they have ever had an argument with a friend over an object. What was the disputed object? How was the matter resolved?

### DURING READING

1. Ask students to explain why Bloo thinks Redd has his book. Have them share details of any evidence Bloo has that the green book is his.
2. Bookworm swipes the green book away from Bloo and Redd during their argument. Ask students to explain how this thievery unites Bloo and Redd.
3. Discuss the visual literacy strategies featured within the book, including the use of framing, double-page spreads, font styles (e.g., bolding, underlining, and size), and action. Lead the class in a discussion about how attention to these visual literacy strategies enhances the story.

### AFTER READING

1. Bloo and Redd make a book in order to trick Bookworm. Have students create their own green book and include labels to point out vocabulary words they learned from the story (e.g., cover, spine, pages, letters, table of contents, chapters, and illustration).
2. This book is perfect for a read-aloud. The speech bubbles and the visual literacy strategies offer stage directions. Have students perform the story, with each reader performing the role of Bloo, Redd, or Bookworm.
3. The speech bubbles in *Give Me Back My Book!* are direct quotes and thus serve as a perfect visual aid to teach dialogue. Use this book as a mentor text for teaching and writing dialogue.
4. Invite students to create a visual representation of the theme, moral, or lesson from this book.
5. Instruct students to create a video trailer for a favorite book. Be sure they engage in the multimedia process of brainstorming, information gathering, drafting, and publishing. Share the finished projects with the class and invite peers to give feedback.



## Common Core State Standards

Because literacy classrooms encourage reading, writing, speaking, and listening each day, the following applicable Common Core State Standards can be used to shape discussions and activities inspired by *Give Me Back My Book!*

### College and Career Readiness Anchor Standards for Reading

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### College and Career Readiness Anchor Standards for Writing

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

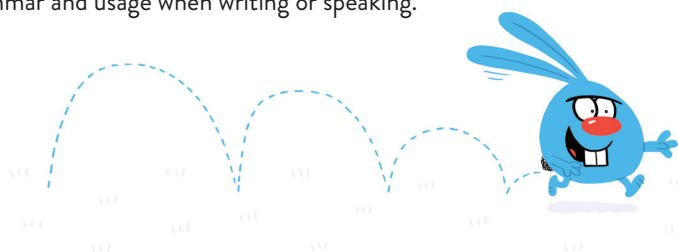
CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### College and Career Readiness Anchor Standards for Language

CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



## ABOUT THE AUTHORS



### ETHAN LONG

Ethan Long is an internationally recognized children's book author and illustrator with more than 70 titles to his credit, which include the *Publishers Weekly* starred *Fright Club*. *In, Over and On!*—the sequel to his Theodor Seuss Geisel Award winner *Up, Tall and High!*—was featured in the *New York Times* Book Review Back to School Issue. His *Chamelia and the New Kid in Class* was a Children's Choice Book Award finalist. He is also the creator of the Emmy-nominated animated preschool series *Tasty Time with ZeFronk*. He lives in Orlando, Florida.

Find out how to invite an author to your school or library!  
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### TRAVIS FOSTER

Travis Foster has been illustrating for 25+ years. Some of his editorial and advertising clients include Target, Sony, Dell, Sprint, Disney, Rodale Press, *Forbes*, Simon & Schuster, *The Wall Street Journal*, Internet Week, Aetna, and *The Washington Post*. He lives in Nashville, Tennessee.

