

ELMORE

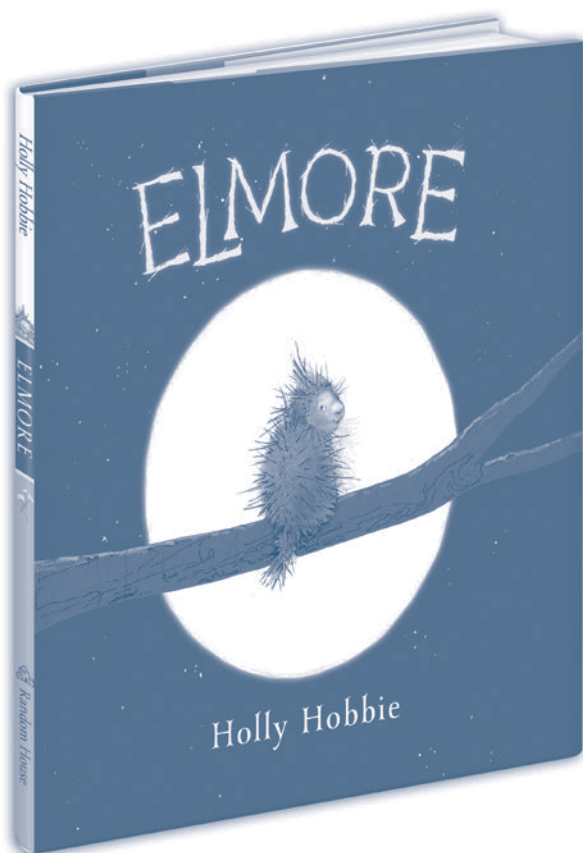


By Holly Hobbie

A prickly exterior but the warmest of hearts!

ELMORE

CLASSROOM ACTIVITY GUIDE



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ABOUT THE BOOK

Being a porcupine can be lonely, and Elmore has trouble making friends because he is so prickly. He wishes he could just get rid of those pesky quills. But some wise words from his uncle help him see his quills in a different light. With a little creativity and a new perspective, Elmore turns his beautiful quills into a treat for all the forest creatures and shows his new friends the true meaning of acceptance.

ABOUT THE AUTHOR

HOLLY HOBBIE has worked as an artist for more than forty years and is the author of eleven highly acclaimed Toot & Puddle picture books. She most recently created the picture book *A Cat Named Swan* and has also written and illustrated her own picture-book memoir, *Everything but the Horse: A Childhood Memory*. Holly and her husband, Doug, live in Massachusetts.

PRE-READING ACTIVITY

Elmore, the main character, is a porcupine. As a group, research the North American porcupine and learn about its appearance, diet, habitat, predators, defense, and behaviors. Use that information to make some predictions about Elmore.

● Correlates to Common Core Language Arts Anchor Standards for Speaking and Listening 2



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Guide prepared by Jamie Simon, an educational consultant in the Washington, DC, area, who has been involved in education for over fifteen years as both a teacher and an administrator.

CLASSROOM ACTIVITIES

THE FIVE Ws AND H

There is a beautiful message in this book, which can be revealed by taking your students on a walk-through of the story using *who*, *what*, *where*, *when*, *why*, and *how*. First, review what each of these words mean in relation to the story:

- **W**ho is the story about?
- **W**hat is the problem?
- **W**here does the story take place?
- **W**hen does the story take place?
- **W**hy does the problem happen?
- **H**ow is the problem solved?

Next, split the students into groups of six. Within each group, assign each student one of the above questions. Ask them to write down their answers, including details from the story. Then group all the students who answered the same question together, and have them share their notes. Ask each group to select a representative to share their ideas with the whole class.

● Correlates to Common Core Language Arts Anchor Standards for Literature 2

DEAR FRIEND

Your classroom is special because of the students in it, and each one makes an important contribution. Ask your students to recognize these contributions by writing a letter to a friend. Write each student's name on a piece of paper and put them all into a box. Ask students to choose one piece of paper from the box, but keep the name a secret. Have them write a letter to that friend that explains why they like having them in the class. Just like the note to Elmore, they should end the letter with "Our class is lucky to have you." When finished, they can decorate an envelope with the friend's name and place the letter inside. When students have left the room, place the envelopes on the correct desks and watch their smiles when they return and read their letters!

● Correlates to Common Core Language Arts Anchor Standards for Writing 1

ACROSTIC POETRY

Elmore says that the **L** in his name stands for **love**. What do the letters in your name stand for? Ask students to think about the characteristics that they like best about themselves. These could be personality traits, hobbies or interests, or physical features. Then have students write their names vertically down the left side of a piece of paper. They should choose one characteristic that starts with each letter of their name and write it horizontally next to that letter. Their final draft should have a unique design that matches their personality—letters can be written in different styles or colors or cut out from magazines. Display the final drafts so that the whole school can see what makes your students so special!

● Correlates to Common Core Language Arts Anchor Standards for Literature 4

BOOK NEWS

This story has an important lesson that everyone should hear. Turn your students into reporters! Ask students to write an article about Elmore, sharing the ups and downs of his experiences. Their newspaper articles should include the following:

- Article title
- Reporter's name
- Description of the problem
- Solution to the problem
- Mock interview with Elmore
- Moral of the story
- Illustration with caption

Give students a chance to peer-edit and make improvements to their writing. Provide copies of newspapers for them to refer to as they write their final draft.

● Correlates to Common Core Language Arts Anchor Standards for Writing 5

ELMORE



FEELING FRAMES

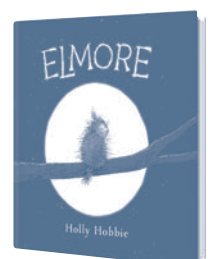
How do Elmore's feelings change throughout the story? In each frame, draw Elmore's face to show how he feels. Then write a sentence to tell why he feels that way.

BEGINNING

MIDDLE

END

EDUCATORS: Reproduce this activity sheet to use with students.
This activity correlates to Common Core Language Arts Anchor Standards for Literature 3



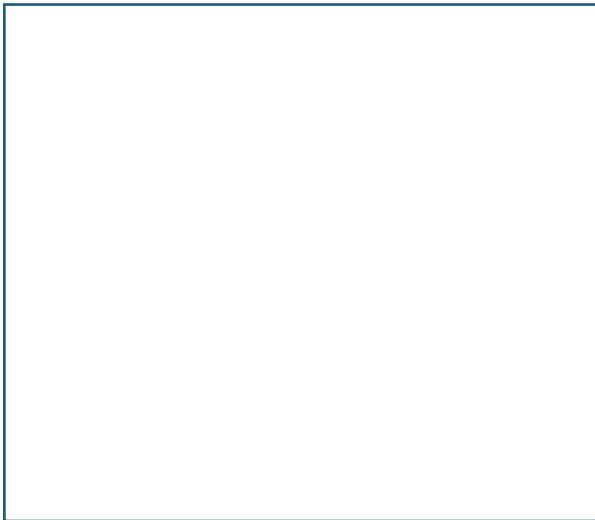
ELMORE

FACT OR FICTION?

In *Elmore*, there are parts of the story that are fact and parts that are fiction. In the FACT column, list three things from the book that are true or factual and draw a picture of one of those things in the box. In the FICTION column, list three things from the book that could not really exist or happen and draw a picture of one of those things in the box.

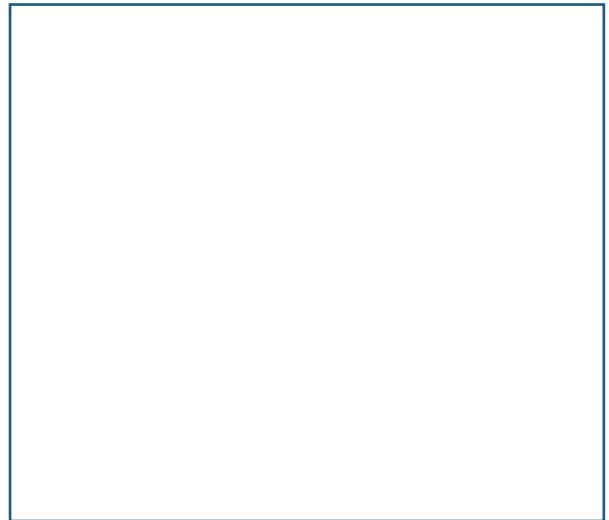
FACT

- 1.
- 2
- 3.



FICTION

- 1.
- 2
- 3.



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