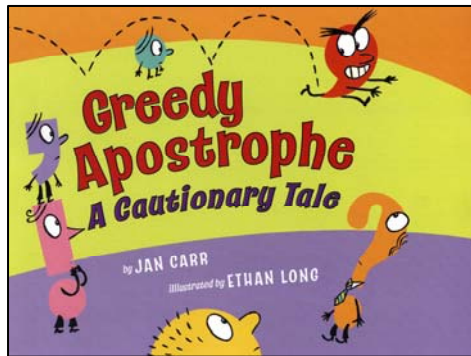
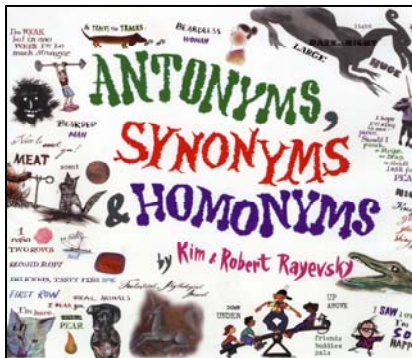
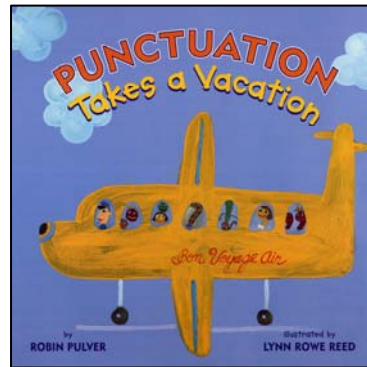
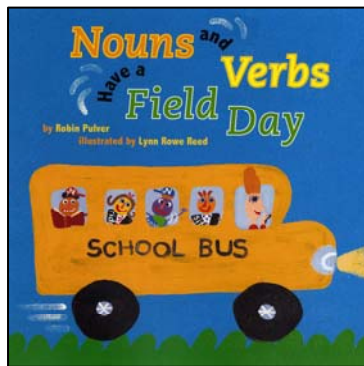
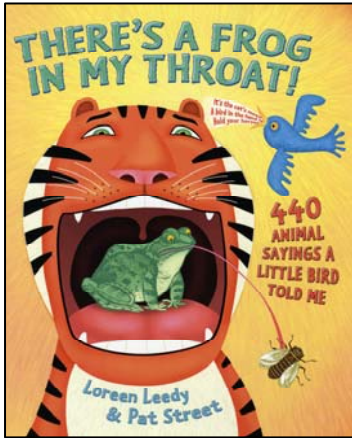


# TEACH LANGUAGE ARTS Picture Books for the Classroom

from **Holiday House**

## AN EDUCATOR'S GUIDE

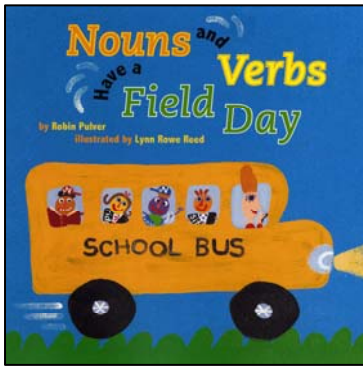


### Getting Started

If you've been looking for a fresh way to engage your students in the language arts, then you've found five terrific titles from Holiday House. From punctuation to homonyms, your students will be entertained, amused, and educated by topics they've only groaned about before. Vibrant and hilarious illustrations will capture your children's imagination and help lock down key concepts with a fresh approach. Share with your students interviews with the books' creators, questions to increase their comprehension, and a wide variety of activities from across the curriculum.



HOLIDAY HOUSE  
425 Madison Avenue • New York, NY 10017  
[www.holidayhouse.com](http://www.holidayhouse.com)



## **NOUNS AND VERBS HAVE A FIELD DAY**

**Robin Pulver**  
**illustrated by Lynn Rowe Reed**

Ages 5-8 • HC: 978-0-8234-1982-1 • PB: 978-0-8234-2097-1

### **About the Book**

It's Field Day in Mr. Wright's class and not just for the students. Nouns and verbs want to play their own games, such as tug-of-words and three-legged races. But wait! No one is getting anywhere. First nouns and verbs will have to learn about the kind of teamwork needed to make a sentence.

### **Questions for the Classroom**

- Make a list of five nouns and five verbs in your own classroom.
- In this story, why were the nouns and verbs left alone?
- Describe field day at your school. If you don't have one, imagine one.
- At first, how did the words pair up? Why didn't that work?
- How did they realize their mistake? Then what did they do?
- Which team had capital letters? Why? Find three capital words in your classroom.
- Explain the difference between a strong verb and a weak one. How can you tell the difference? Give examples of each.
- Which nouns were hiding from which verbs? Why? Can you think of other funny pairs?
- What was wrong in the classroom when the kids return?
- Who had more fun—the words or the kids? What makes you think so?

### **Across the Curriculum**

#### **Language Arts**

Bring in newspapers, magazines, and other printed materials and have the children cut out nouns and verbs. They can either glue them onto separate large pieces of construction paper or onto pieces of cardstock to add to the classroom collection in a bucket, jar, or basket.

#### *Verb Charades*

Just as the words did on their field day, play verb charades. Grab words from the class bucket or basket (or from a newspaper) and take turns acting out these actions!

#### *Compound Nouns*

Brainstorm a list of compound nouns. For fun, create new words and illustrate them.

#### *Nouns and Verbs Letter*

Write a message similar to the one left on the board of Mr. Wright's class. Describe what you like to do on the weekend, leaving blanks to be filled in with nouns and verbs. Let a friend choose the answers.

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### *Noun & Verb Art*

Choose five random nouns and verbs from the class basket or bucket and illustrate them. Use only a pencil and eraser—no color. After ten minutes, discuss which group of words—the nouns or the verbs—was harder to illustrate. Why? Discuss how artists show movement in their work.

Create a flip book for one of the verbs that you picked. Show small changes on each page to reveal an entire verb from the beginning of your book to the end. Title it!

### **Math**

Make a list of thirty words—fifteen nouns and fifteen verbs. Then, figure out three different ways to graph information from that list. For example, graph the number of syllables, number of letters, letters of the alphabet, or letters with which they start. Use your imagination and try to think of as many different ways as you can to create a graph out of a simple list.

### **Music**

Sing this song to the tune of “I’ve Been Working on the Railroad.”

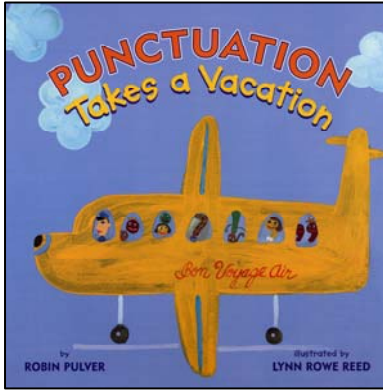
*Nouns and verbs have a field day,  
Happy as can be.  
Nouns and verbs use teamwork  
Just like you and me.  
Can you see them play hide-and-seek  
And try out tug-of-words too?  
Can you see them laugh themselves silly  
Just like me and you!*

### **About the Author and Illustrator**

**Robin Pulver**, the author of *Punctuation Takes a Vacation* and its companion, *Nouns and Verbs Have a Field Day*, as well as other popular picture books for children, lives in upstate New York. Visit her online at [www.RobinPulver.com](http://www.RobinPulver.com).

**Lynn Rowe Reed** has illustrated numerous books for children, including Robin Pulver’s *Punctuation Takes a Vacation*, *Nouns and Verbs Have a Field Day*, and the upcoming *A Story with Pictures* by Barbara Kanninen. She lives in Indiana, and you can visit her online at [www.lynnrowereed.com/kids.html](http://www.lynnrowereed.com/kids.html).

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## **PUNCTUATION TAKES A VACATION**

Robin Pulver  
illustrated by Lynn Rowe Reed

Ages 5-8 • HC: 978-0-8234-1687-5 • PB: 978-0-8234-1820-6

### **About the Book**

When Mr. Wright's class sends punctuation off on a vacation, the students learn how important those little marks can be for reading and writing!

### **Questions for the Classroom**

- What did punctuation put up with in Mr. Wright's class?
- Describe what kind of day it was when the punctuation marks took their vacation?
- At first, how did the kids feel about the idea of giving punctuation a vacation?
- How do you know their attitudes changed over time? What clues were you given?
- What was the effect on reading and writing without punctuation?
- Why was Take-a-Break Lake a great spot for punctuation to have a vacation?
- Could you tell which punctuation mark wrote each postcard? What clues did you use to figure it out?
- Compare Mr. Wright's class's use of punctuation with Mr. Rongo's class's use of punctuation.
- How many punctuation mistakes can you find in Mr. Wright's class's letter?
- Why did the students mark their letter "urgent"? What does that word mean?
- Discuss which punctuation mark you think is the most important. Does it depend upon the genre in which you're writing or not?
- Which illustration is your favorite? Why?

### **Across the Curriculum**

#### **Language Arts**

Answer each of the postcards using the punctuation mark each would use most often.

Create punctuation "flags" (perhaps from the students' vacations?) using a variety of colored construction paper triangles (one color for each type of mark) and a box of unsharpened pencils. Cut out two triangles of the same small shape and color. On one side make a large picture of the punctuation mark and on the other a brief rule about when it is used (use the last page of *Punctuation Takes a Vacation* as a guide). Then staple around the edges to secure to the eraser end of a pencil. Give each student a set of flags (or divide flags so each child has one). Display sentences without any punctuation (using an overhead projector or a laptop with a projector) and have children raise their flag to decide which mark is needed.

Write letters to friends or relatives but without any appropriate punctuation. Then have children trade and correct the letters.

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**Math**

Find out how much it costs to send a postcard. Next, figure out how much it cost all the punctuation marks to send postcards to Mr. Wright's class.

Next, calculate how much it would cost to reply to all of the postcards with as many letters. How much more does it cost to send one letter than one postcard? Why? How much more total would it cost?

Pretend that you get a nickel for each punctuation mistake you discover in the letter written by Mr. Wright's class. How much would you earn?

**Art**

Using all the punctuation marks and a variety of paper, create a collage. You might consider recycling newsprint as an interesting background.

**Drama**

Write a dialogue between two kids on the playground. Be sure to punctuate it appropriately (including quotation marks!). Then as you read, say which punctuation marks you used AS you read.

For example: Quotation mark, Capital D, Do you know Paul question mark, end quotation mark.

It can get really zany fast! But it's fun on a Friday afternoon although, warning: can be addictive!

**Music**

Sing to "She'll Be Coming Around the Mountain."

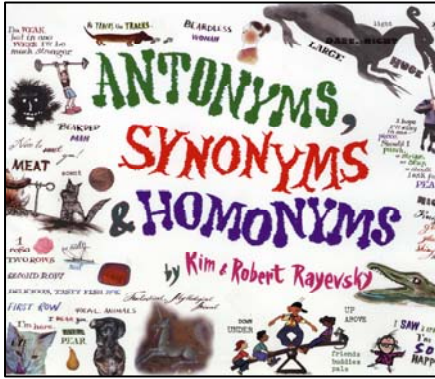
*We'll be using punctuation as we write  
We'll be using punctuation every night  
We'll be using punctuation  
We'll be using punctuation  
We'll be using punctuation  
As we write!*

*We won't forget the commas in a list  
Or periods that finish sentences  
Apostrophes can save us time  
Or say that something's hers or mine  
Oh we'll use punctuation as we write!*

*Exclamation points help us show surprise  
Question marks ask the questions on our minds  
Quotation marks can show who speaks  
And colons tell the time to meet  
Oh we'll use punctuation as we write!*

Repeat first stanza.

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# ANTONYMS, SYNONYMS & HOMONYMS

Kim & Robert Rayevsky

Ages 4-8 • HC: 978-0-8234-1889-3

## About the Book

*Vrooom!* A UFO zooms in for a landing, and out pops a mischievous alien. As he discovers Earth ways, his hilarious antics turn out to be terrific examples of antonyms, synonyms, and homonyms. Through witty illustrations and a clear and concise text, this trio of language concepts will stick with kids as they laugh over this clever picture book.

## Questions for the Classroom

- What lands in the city?
- How is the alien a lot like a young child? How do kids learn what is naughty and nice?
- Would you rather go high up or deep down? Why?
- What is the antonym for *friendly* in the book? Can you think of another?
- If you could only speak in synonyms or antonyms, which would you choose? Why?
- Which illustration is your favorite? Why?
- What are some synonyms for kids? Fighting? Getting along?
- What are homonyms?
- Which homonym set do you think is the most confusing?
- Define *synonyms* and *antonyms* in your own words.

## Across the Curriculum

### Language Arts

Ask each student to write a letter to a partner in class about the book he or she is currently reading. Then each person must rewrite the letter using as many synonyms as possible. Offer awards for the most creative or most synonyms used.

Now, as a challenge, have students rewrite using antonyms!

Ask students to create a crossword puzzle of his or her own invention with synonyms, antonyms, and homonyms as the only clues.

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## Art

Illustrate, sculpt, or use collage techniques to illustrate the meanings of the following homonyms:

blue/blew

no/know

deer/dear

ate/eight

we'll/wheel

one/won

waist/waste

week/weak

role/roll

bald/balled

sight/site/cite

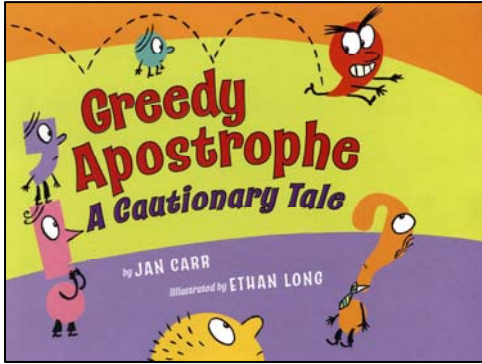
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## About the Author and Illustrator

**Robert Rayevsky** learned English in the dining room of the great Concord Hotel in the Catskills while working there as a busboy, soon after emigrating from his native Russia. He always thought that a *homonym* was some kind of flu medicine until he married . . .

**Kim Rayevsky** learned English in the Shipley School for Girls in Bryn Mawr, Pennsylvania, where she grew up. That certainly made her better qualified to select the words for this book, which she did. Kim and Robert live in Parksville, New York, with their kids, cats, and a miniature dachshund, who does not know his head from his tail. Their website is **[www.rayevsky.com](http://www.rayevsky.com)**.

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## **GREEDY APOSTROPHE: A Cautionary Tale**

Jan Carr  
illustrated by Ethan Long

Ages 6-8 • HC: 978-0-8234-2006-3

### **About the Book**

Uh-oh! Greedy Apostrophe is on the loose and causing trouble! Why can't he do his job like all the other punctuation marks—happy to be of service to readers? No, apostrophe wants to be something he isn't; and he doesn't care if he confuses readers, either. Learn how to control this feisty little fellow before he makes his marks on your own papers where he doesn't belong!

### **Questions for the Classroom**

- Why are the punctuation marks going into Hiring Hall?
- List the different types of punctuation marks. In total, how many do we use in the English language?
- Why is the Punctuation Oath important? What does it remind us that punctuation is actually for? What types of oaths do you take?
- Where do the marks get assigned for the day? Why are quotation marks needed for interviews?
- What punctuation mark is needed for contractions? What does this mark do?
- What does it mean to show possession? How are apostrophe marks supposed to help?
- Why can't apostrophe marks be used to make plurals? How does this get Greedy Apostrophe in trouble?
- What words are written with incorrect apostrophe marks in the book? Why?
- Create a list of five phrases where apostrophe marks are actually needed.
- Where are the four places you should see an apostrophe?

### **Across the Curriculum**

#### **Language Arts**

Reproduce the following and ask students to fix the following Greedy Apostrophe errors:

Jennas' dog \_\_\_\_\_

House of Blue's \_\_\_\_\_

Mr. Longs's Rules' \_\_\_\_\_

Hat's \_\_\_\_\_

Amys Markers' \_\_\_\_\_

Robe's and gowns' \_\_\_\_\_

toys' and books's \_\_\_\_\_

letter's and number's \_\_\_\_\_

flower's and grass' \_\_\_\_\_

windows' and door's \_\_\_\_\_

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### **Behave, Greedy Apostrophe!**

Write down the rules for using the apostrophe appropriately. Be sure to illustrate each rule to help you remember them. Post the list inside your writer's notebook or around the classroom.

### **Apostrophe Treasure Hunt**

Highlight apostrophes you find in the newspaper. Then pretend you will get a nickel for each one that is used. How much will you earn on one page of your newspaper? How much will you earn if you receive a quarter for each apostrophe you find?

### **Art**

Cut out large punctuation marks from construction paper of various colors. Then, using magazines or your own pictures, draw illustrations that help you remember when to use these marks. For example, a train barreling down on a bicyclist and the words STOP! for an exclamation point.

### **Punctuation Bee**

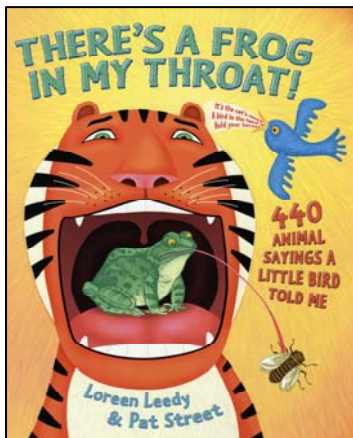
Students are given a short phrase or sentence to punctuate correctly. These can be printed on index cards or, for a greater challenge, just read them aloud to each student. Then, students must write the word or phrase on the board correctly. A mistake disqualifies the student. Last person standing is Punctuation King or Queen!

## **About the Author and Illustrator**

**Jan Carr** is a former Head Start teacher and children's author whose titles include *Sweet Hearts*; *Dappled Apples*; *Frozen Noses*; and *Splish, Splash, Spring*, of which *Booklist* said, "Carr's bouncing rhymes are full of choice adjectives," and went on to laud the "auditory fun." She lives in New York City.

**Ethan Long** is a popular children's book illustrator whose work includes *Halloween Sky Ride* by Elizabeth Spurr and *Mañana, Iguana* by Ann Whitford Paul. His work has been exhibited in the Society of Illustrators New York and Los Angeles shows. He lives in Florida with his family. Visit his website at [www.ethanlong.com](http://www.ethanlong.com).

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## **THERE'S A FROG IN MY THROAT: 440 Animal Sayings a Little Bird Told Me**

Loreen Leedy & Pat Street

Ages 6-10 • HC: 978-0-8234-1774-2 • PB: 978-0-8234-1819-0

### **About the Book**

This book is the cat's pajamas! You'll be bright-eyed and bushy-tailed when you're finished reading all these animal sayings. Simple definitions are paired with lively, detailed illustrations that help young readers understand the phrases. You'll be a hard dog to keep under the porch when you're done!

### **Questions for the Classroom**

- How do you think most of these sayings began?
- Which one is your favorite? Why?
- Give an example of something at school that shows "It's a dog-eat-dog world." Do you believe this to be true or not? Why?
- Describe someone who is chasing "his or her own tail" while trying to do homework.
- Who is a "fat cat"? Who that you know has a cowlick?
- What do you like to "squirrel away"? Is there anything you'd like to "take a gander" at?
- Describe an 800-pound gorilla. (Well, not a real one!)
- In what year will your parents have an empty nest?
- What makes you as "happy as a lark"?
- Have you ever felt "green around the gills"?

### **Across the Curriculum**

#### **Art**

Create a diorama depicting a scene that illustrates one of the animal sayings. Use a shoe box to create your scene and any other materials from around the house—clay, dough, pipe cleaners, thread spools, recycled materials—that help you bring it to life.

Or

Using simple pop-up techniques, create cards or short books that illustrate several of your favorite animal sayings.

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### **Language Arts**

Create new animal sayings for these common occurrences:

- lost something important
- thrilled with an event
- feeling dizzy
- worried
- someone who sleeps during the day
- someone who studies intensely
- moving very slowly
- divide the innocent from the guilty
- someone who always thinks he or she is right
- let's discuss something important
- bad dancer
- loves to eat

Or

Write a short play with a small group or partners where you try to use as many of the animal sayings as you can and still have it make sense. Act out your scenes for the class or create a video.

### **Music**

Sing to "Do Your Ears Hang Low?" Then try to make up new verses using the animal sayings from the book!

Are you barking up a tree?  
Will you never rat on me?  
Do you live high on the hog  
or lie just like a dog?  
Will it get your goat  
or put a frog in your throat?  
Don't worm it out of me!

### **About the Author and Illustrator**

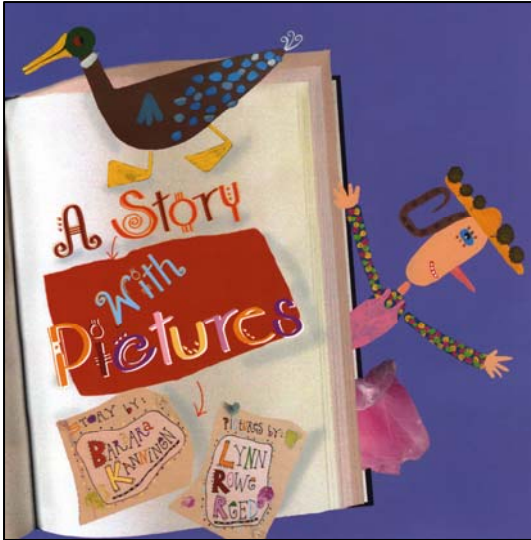
**Loreen Leedy** has written and illustrated more than thirty picture books, and is working on one right now in her studio in central Florida. Visit her online at [www.loreenleedy.com](http://www.loreenleedy.com). Loreen's husband, Andrew Schuerger, is a scientist who works on space biology research at Kennedy Space Center. Their first collaboration is the book *Messages from Mars*.

After college, **Pat Street** became a copywriter for an advertising agency in New York City and started a collection of sayings and idioms to use in advertisements. Now she writes children's books and makes collages—both the cut-and-paste kind and the digital kind. She lives in Florida. Visit her online at [www.patstreet.com](http://www.patstreet.com).

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# HOLIDAY HOUSE ONLINE!

For interviews with the authors and illustrators of these Teach Language Arts books, as well as a guide for the new



## A STORY WITH PICTURES

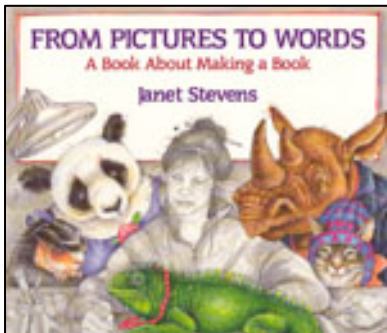
Barbara Kanninen  
illustrated by Lynn Rowe  
Reed

Ages 4-8 • HC: 978-0-8234-2049-0

*Book and guide available September 2007*

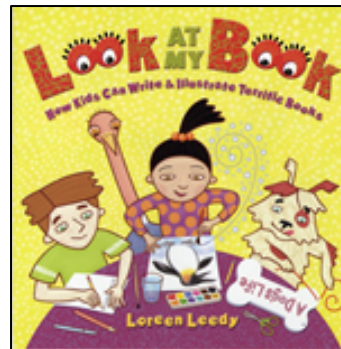
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**FROM PICTURES TO WORDS**  
A Book About Making a Book  
Janet Stevens

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HC: 978-0-8234-1154-2



**LOOK AT MY BOOK**  
How Kids Can Write & Illustrate Terrific Books  
Loren Leedy

Ages 4-8 • PB: 978-0-8234-1959-3  
HC: 978-0-8234-1590-8

This guide was created by Tracie Vaughn Zimmer, a reading specialist and author.  
[www.tracievaughnzimmer.com](http://www.tracievaughnzimmer.com).



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