

## Introduction

Welcome to *The Bookshelf Collection*. This unique program is designed to give you the tools you need to make reading both enjoyable and beneficial for your students.

Upper level reading skills have been incorporated into the activities in this *Guide*. Therefore, you can use this *Guide* with confidence, knowing that you are covering everything your students need for these school years.



At the same time, the major emphasis of the program is to provide an atmosphere of enjoyment. Using Dr. Ruth Beechick's words from *You Can Teach Your Child Successfully: "While reading itself is the best reward of reading, there are times when you want to expand the learning and sharing. Probably the most effective activity is conversation."* (p. 39)

Certainly, a combination of tools to inspire conversation about a book, coupled with activities to teach reading skills through that book, would offer a nearly ideal reading program for teacher and students. To that end we present *The Bookshelf Collection*, a comprehensive reading program using real books.



## How To Use This *Bookshelf Collection*

The *Bookshelf Collection* has been written to help you and your student enjoy sixteen wonderful children's books, while teaching your student valuable reading skills at the same time. You will find this easy to use and flexible, so that you may adapt it to your needs. This has been designed to be used whether you - the Teacher - read the books or not.

The *Bookshelf Collection* is divided into three parts: *Student Guide*, *Teacher Helps*, and the *Appendix* (which contains the illustrations and the Fry readability). The *Student Guide* is located in the front of the book, and includes two sections for each book:

- 1 -  **TALK ABOUT IT** This section contains questions about the book. They are intended to be used as discussion questions to allow the student to express how they felt about the book.
- 2 -  **DIGGING DEEPER** This is the activity section for each book. Allow your student to choose at least one of the activities.

The second part of the *Bookshelf Collection* is called *Teacher Helps*. It includes four sections.


- 1 -  **SPARK** This is to be used to "spark" an interest in your student before reading each book.
- 2 - **SUMMARY** This section provides a brief summary of the book. Use this if you are unable to read the entire novel.
- 3 -  **TALK ABOUT IT** This discussion section has been written to be adaptable to any student. Each discussion question is numbered. Sometimes, broad questions have been supported with more detailed questions. For example:

1. Tell your teacher about Robert Ballard's discovery of the *Titanic*.
  - a. What new machine did he use?
  - b. What did he do with the wreckage of the ship?

Some of the students will cover the questions a. and b. when answering question 1. Other students, if asked question 1, would only give a one or two word answer. For these latter students, asking questions a. and b. would be appropriate to help them express details.

The answers to these questions are sometimes given in the same format. This answer format is designed to be convenient and easy for you, whether you use questions a. and b. or not.

This is a time for your student to share a book with someone who is interested in it. So talk, laugh and use the questions as you need them. Choose with your student the ones that you would like to discuss.

4 -  **DIGGING DEEPER** This section provides activities to help your student enjoy the books while expressing himself. Adapt these activities to your student's needs. The illustrations in the *Appendix* are available for the student's use, but if your students prefer to use their own illustrations for some of the activities, please encourage them to do so.

Optional activities are provided using the book *Big Book of Books & Activities* by Dinah Zike.

Most of the activities require only the basics which would be normally found in your home; however, we recommend you read the lessons beforehand to be sure you have any needed supplies on hand.

In some of the activities, your student will be asked to use his Thinking Paper. The Thinking Paper is basically just a paper where your student will jot down his thoughts and ideas. This is not a rough draft, but something to refer to when completing the activity.

The most important element in this time of going through the *Bookshelf Collection* is for you and your student to enjoy the books together. Our aim for writing the *Bookshelf Collection* is to help you do just that.

## Table Of Contents

### Student Guide

|   |    |
|---|----|
| 1. <i>The Bears on Hemlock Mountain</i> .....     | 3  |
| 2. <i>The Boxcar Children</i> .....               | 5  |
| 3. <i>The Matchlock Gun</i> .....                 | 7  |
| 4. <i>The Cabin Faced West</i> .....              | 9  |
| 5. <i>Helen Keller</i> .....                      | 11 |
| 6. <i>The Titanic-Lost...And Found</i> .....      | 14 |
| 7. <i>Balto, The Dog Who Saved Nome</i> .....     | 16 |
| 8. <i>Stone Fox</i> .....                         | 18 |
| 9. <i>Keep The Lights Burning, Abbie</i> .....    | 21 |
| 10. <i>Ben Franklin, Young Printer</i> .....      | 24 |
| 11. <i>The Courage of Sarah Noble</i> .....       | 26 |
| 12. <i>Sarah, Plain and Tall</i> .....            | 28 |
| 13. <i>The Best Christmans Pageant Ever</i> ..... | 30 |
| 14. <i>Charlotte's Web</i> .....                  | 33 |
| 15. <i>Encyclopedia Brown Boy Detective</i> ..... | 35 |
| 16. <i>Barry, The Bravest Saint Bernard</i> ..... | 37 |

### Teacher Helps

|   |    |
|---|----|
| 1. <i>The Bears on Hemlock Mountain</i> .....     | 43 |
| 2. <i>The Boxcar Children</i> .....               | 46 |
| 3. <i>The Matchlock Gun</i> .....                 | 49 |
| 4. <i>The Cabin Faced West</i> .....              | 52 |
| 5. <i>Helen Keller</i> .....                      | 56 |
| 6. <i>The Titanic-Lost...And Found</i> .....      | 60 |
| 7. <i>Balto, The Dog Who Saved Nome</i> .....     | 63 |
| 8. <i>Stone Fox</i> .....                         | 66 |
| 9. <i>Keep The Lights Burning, Abbie</i> .....    | 70 |
| 10. <i>Ben Franklin, Young Printer</i> .....      | 73 |
| 11. <i>The Courage of Sarah Noble</i> .....       | 76 |
| 12. <i>Sarah, Plain and Tall</i> .....            | 79 |
| 13. <i>The Best Christmans Pageant Ever</i> ..... | 82 |
| 14. <i>Charlotte's Web</i> .....                  | 85 |
| 15. <i>Encyclopedia Brown Boy Detective</i> ..... | 88 |
| 16. <i>Barry, The Bravest Saint Bernard</i> ..... | 93 |

# The Bears on Hemlock Mountain



## TALK ABOUT IT

1. How was Jonathan delayed on his errand?
2. Jonathan had many uncles, aunts, and cousins who visited his home often. How did he feel about their visits?
3. How did you feel when Jonathan was under the pot?
4. What do you think Jonathan thought about as he waited under the pot?
5. Would you like to have a friend like Jonathan? What is there about Jonathan that would make you want to be his friend?



## DIGGING DEEPER

1. Make a story circle to retell Jonathan's story. Photocopy, cut out and color the following illustrations found in the Appendix: the mountain, the bear inside a circle, and the circles with Jonathan going up the mountain, feeding the animals, eating cookies, peeking from under the pot, and going down Hemlock Mountain with his family. Use a half sheet of poster board. Glue the mountain in the center. Glue the story circles around the mountain in the order they occurred in the story. Use your story circle to retell the story to your teacher.
2. Photocopy the illustration labeled "Pot A" in the Appendix. Color the pot and glue it to the top of a piece of lined paper. Take a short piece of yarn or heavy thread to make the handle of the pot. (See Fig. 1.) Glue the yarn on the ends of the pot only, so the yarn handle will be free to move.

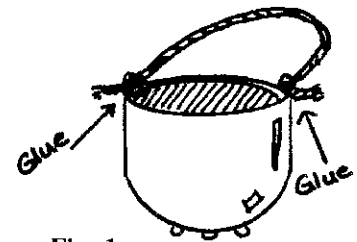


Fig. 1

Photocopy and cut out the small clip art titles reading **Beginning**, **Middle**, and **End** from the Appendix. On the left side of your paper, glue the titles, spacing them out evenly from the top of your paper to the bottom. In the first section write one or two sentences about the beginning of the book. In the second section write one or two sentences about the middle of the book. In the last section write one to two sentences about the end of the book.

**OR**

Using the *Big Book of Books & Activities* (pp. 84-85) make a Trifold Book. Use the

illustration labeled "Pot B" for the cover of the Trifold Book. (If you desire, you can cut away the extra paper to expose only the pot on the cover of the Trifold Book - See Fig. 2.) Photocopy, cut out, and glue each clip art title in the appropriate place in the Trifold Book: **Beginning** first, **Middle** second, and **End** third. In the first section write one or two sentences about the beginning of the book. In the second section write one or two sentences about the middle of the book. In the last section write one or two sentences about the end of the book.

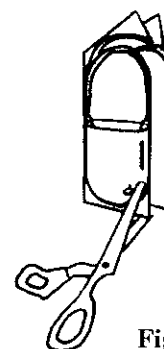


Fig. 2

3. Photocopy the rectangular illustrations of the farm and of the mountain from the Appendix. Cut them out, color them, and glue them to a piece of lined paper. On a piece of Thinking Paper write words and phrases about a part of the story you liked best. When you are ready, write one or two sentences onto the lined paper, under the illustrations.

**OR**

Use the *Big Book of Books & Activities* (pp. 112-113) to make a Pop-Up Book with one tab. Use one of the illustrations for the cover of the Pop-Up Book (p. 112, steps 6 & 7). Use the other illustration inside the Pop-Up Book. On a piece of Thinking Paper write words or phrases about a part of the story you liked best. When you are ready, write one or two sentences below the pop-up.