

Oregon Reads Aloud

ACTIVITY GUIDE

Introduction: Sara Gets SMART

Reading/Language:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2)

What does Mrs. Benson mean when she says, "There's a mystery in every story"?

Pick a story you like to read. What is the mystery in your story?

Draw a picture to help readers guess your story's mystery.

Math:

(CCSS.MATH.CONTENT.1.OA.A.1)

Sara picked out four books to read. Mr. Ortiz chose three more.

How many books did these two SMART readers pick out all together?

Scrambled words/vocabulary:

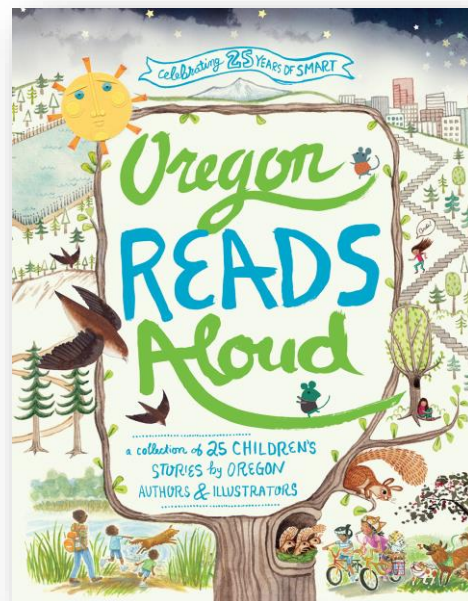
(CCSS.ELA-LITERACY.CCRA.L.6)

Unscramble the words from the story listed below to fit in the blanks.

Each word is started for you.

| | |
|-----------|-----------------|
| Runveso | _ _ r _ _ s |
| ovtrlneue | _ o _ _ _ _ r |
| invelu | _ _ v _ _ |
| ytrmesy | m _ _ e _ _ |
| tghacu | _ _ _ g _ _ |
| tanottnie | _ _ _ _ n _ _ n |
| rdpsisreu | _ u _ _ _ e _ |
| cedriovs | _ _ s _ _ v _ _ |

volunteer
attention
mystery
caught
discover
attention
nervous
surprised
unveil



Go, Bikes, Go!

Writing/reading:

(CCSS.ELA-LITERACY.CCRA.R.1)

Read the poem *Go, Bikes, Go!* Find each of the bikes described in the illustration below the poem.

(CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.L.5)

Look at the pattern of the poem *Go, Bikes, Go!* Choose another item that goes (cars, scooters, skates, horses, snails, snakes, airplanes, kites), and write a poem about how it moves. Copy the style of *Go, Bikes, Go!*



Will and the Piper

Math:

(CCSS.MATH.CONTENT.2.OA.A.1)

If Will had 22 mouse brothers and 16 mouse sisters, how many mice were in Will's family, including his mother and father? Draw a picture to help you.

Word find/vocabulary:

(CCSS.ELA-LITERACY.CCRA.L.6)

Find these words from *Will and the Piper*. They are hidden forward, backward, up, down, and diagonally.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| G | E | O | T | T | H | I | D | I | N | G | X | W | E | P |
| J | U | G | J | W | H | I | S | T | L | E | W | G | J | H |
| A | N | N | N | A | H | T | E | B | A | Z | I | L | E | C |
| D | B | L | N | I | H | C | Y | B | R | X | N | F | M | N |
| Q | E | K | B | Y | R | E | K | M | I | A | A | N | G | E |
| G | J | K | J | F | S | E | N | X | N | N | X | B | K | B |
| M | T | X | A | D | M | A | T | K | H | G | H | H | T | D |
| A | P | X | N | E | E | D | C | T | X | L | G | G | A | W |
| R | L | K | N | K | U | L | D | K | I | E | I | T | S | U |
| M | U | Z | I | M | V | Q | L | L | O | K | A | Z | B | W |
| W | C | G | S | H | G | B | S | I | F | L | S | J | H | A |
| H | K | L | S | B | P | K | S | B | R | S | T | D | S | L |
| C | E | X | I | Q | W | W | B | R | T | T | J | Y | J | O |
| J | D | V | V | O | M | I | T | O | R | I | U | M | O | T |
| X | I | O | N | A | I | C | I | S | U | M | A | G | L | A |



Elizabethan
musician
hiding
gunnysack

skittering
vomitorium
squeaked
whistle

trilled
plucked

First Day Jitters

Writing/Language:

(CCSS.ELA-LITERACY.CCRA.W.3)

Think of a time when you were trying something for the first time. Were you nervous? Did you have first day jitters, too? Write a paragraph about how it felt to be there or to try that new thing for the very first time.

(CCSS.ELA-LITERACY.CCRA.W.10)

First Day Jitters is written in rhymed couplets. That means each set of two lines has a similar rhythm, and the last words of the two lines rhyme. Think of a list of things you did on your own first day of school this year. Choose one activity, and write a rhymed couplet to describe it. Remember, the rhythm of the two lines should match, and the last word of the first line should rhyme with the last word of the second line.



Have Spacesuit, Will Travel

Reading/Language:

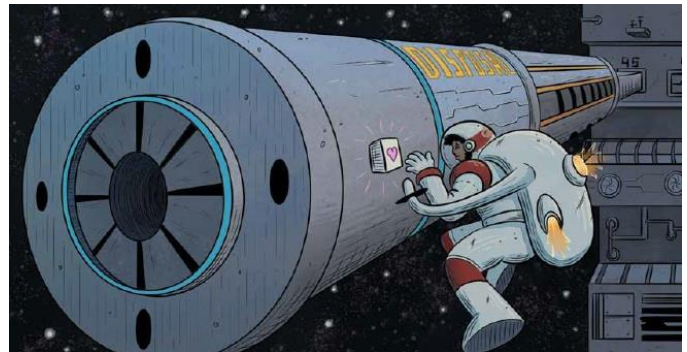
(CCSS.ELA-LITERACY.CCRA.R.1)

In the beginning of the story, Angel says, “I’ll get you there.” Who or what was she talking to? Why does she say “nobody” when her sister asks? Use specific lines from the story to answer the question.

Writing:

(CCSS.ELA-LITERACY.CCRA.W.3)

Imagine what would happen in the next chapter of *Have Spacesuit, Will Travel* if the book continued. Write the chapter and continue telling what happened to Angel at airlock three-nine.



Where Is My Mami?

Writing:

(CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.W.3)

How would this story be different if it was told from Ana María’s mother’s perspective? Write that story.

Language:

(CCSS.ELA-LITERACY.CCRA.L.4)

Spanish vocabulary: This story includes several Spanish words. The definitions are written at the bottom of page 15, but try to see if you can figure out what each word means based on context. Look at what is happening in the story, the words around the new word, and the illustrations. Are there any words you already know that look similar that might help you figure it out? Write or draw a definition for each Spanish term below.

correo
biblioteca
señora
paquetes
serpiente

señor
bigote
pájaro
carrito
plátanos

manzana
masa
piñatas
chaquetas
juguetes



Dear Bigfoot

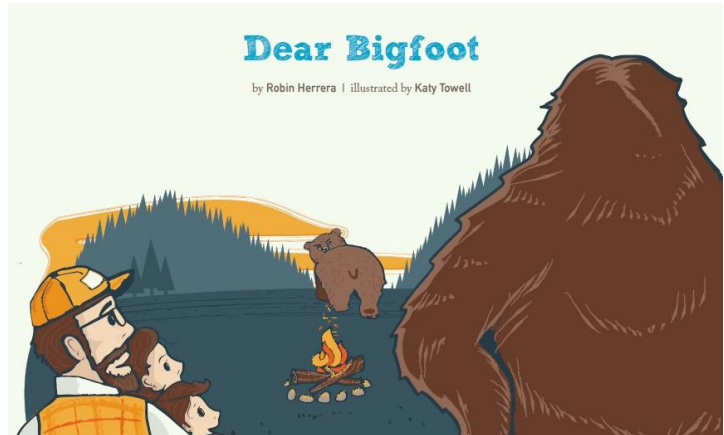
Reading:

(CCSS.ELA-LITERACY.CCRA.R.1)

Why is Jade thanking Bigfoot? Use specific evidence from the story to support your answer.

(CCSS.ELA-LITERACY.CCRA.R.10)

Jade recommends *My Side of the Mountain* for Bigfoot's book group. What book would you recommend for him to read, and why?



Writing:

(CCSS.ELA-LITERACY.CCRA.W.4, CCSS.ELA-LITERACY.CCRA.W.10)

Write a thank-you letter to a fictional character. Use correct letter form with an official salutation and valediction. The salutation is the greeting in a letter. The valediction is how you say good-bye (like saying, "Sincerely, Jade").

Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

Bigfoot's book group reads two books every month except December, when they're too busy baking holiday cookies. How many books do they read per year?

Kira's Imagineering

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1)

Who is Kira, and what is *imagineering*? Give details from the story to support your answer. How did Kira and her friends defeat the hawk?

Writing:

(CCSS.ELA-LITERACY.CCRA.W.3)

Write your own *imagineering* story. What would you become? What would you do?

Science:

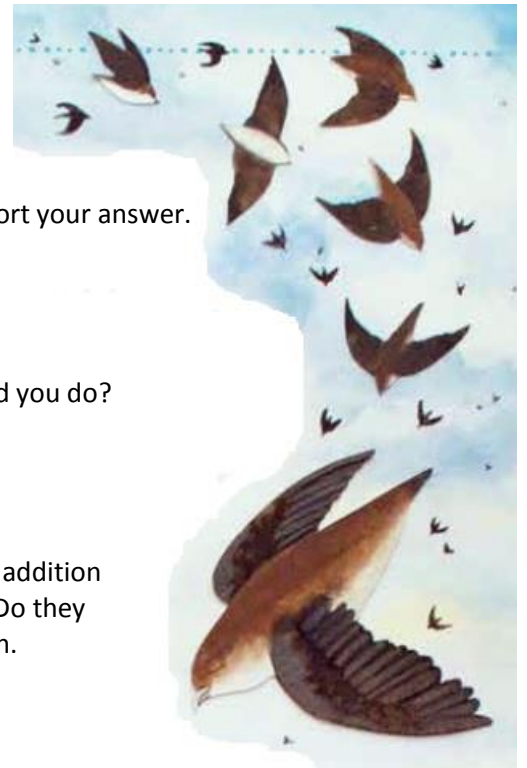
(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.7)

Research Vaux's swifts, and write about what you discover. Use sources in addition to this book to find information. What do swifts eat? Where do they live? Do they make a sound? Be sure to cite the sources where you find your information.

Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

Kira found six of her friends and started flying a swooping whirl with them. When she looked around a few minutes later, their group was ten times bigger than it had been after she joined the group. How many swifts are in the group now?



Meshmesh on Wheels

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1)

Who is Meshmesh, and what makes her unusual?

Why was Meshmesh moping? Give evidence to support your answer.



Geography:

(CCSS.ELA-LITERACY.CCRA.R.10, CCSS.ELA-LITERACY.CCRA.SL.5)

The kids in this story name their skateboarding moves after natural features of the Pacific Northwest. Pick one of the features they name, and research more about it to share with your class. Make a poster showing what you learned.

- Willamette
- Mount Rainier
- Mount Adams
- Mount St. Helens
- Mount Hood
- Walla Walla

The Legend of the Mountains' Quarrel

Reading:

(CCSS.ELA-LITERACY.CCRA.R.9)

Native Americans used to tell stories about fighting between the local mountains in this area. Check the library and online to find another story like this one. Compare the two stories. How are they alike? How are they different? Why do you think people used to make up stories like this about the mountains?

Science:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.7)

The author's note at the end of this story says that petrified wood and the sunstone are the state rocks of Washington and Oregon. Do all states have state rocks? How could you research that? What does each rock look like? Why was it chosen to represent the state?



Raccoon's Tooth

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1)

Raccoon's grandfather suggests three places he could put his tooth when it falls out. What were they? Why did Grandfather say he should put them there?

Writing:

(CCSS.ELA-LITERACY.CCRA.W.3)

Have you ever lost a tooth? What did you do with it? Does your family have any traditions that happen when someone loses a tooth? Write a short story about the time you lost your tooth.



Vocabulary:

(CCSS.ELA-LITERACY.CCRA.L.4, CCSS.ELA-LITERACY.CCRA.L.6)

The author of this story uses many creative words instead of more common words that could mean the same thing. Look at the list below, and find each word in the story. Find a common word you could substitute for each word in the list without changing the meaning in the sentence. Talk with your group about why the writer chose to use these words instead.

whitecaps

gobbles

snatches

raged

swayed

gust

scampered

boughs

The Camp Cook

Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

Hap made giant pancakes, each about 6 inches thick and over 3 feet across.

His first stack of pancakes was two stories tall! If one story is 10 feet high, how many pancakes were in Hap's first stack?

Challenge question:

Paul Bunyan's table was 10 miles long. If each pancake is 3 feet across, how many pancakes would it take laid end-to-end to stretch the length of the table? (Hint: How many feet are in one mile?)



Lionel and Pip

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1)

Describe three problems Lionel faced on his adventure. How did he handle those problems?

(CCSS.ELA-LITERACY.CCRA.L.4, CCSS.ELA-LITERACY.CCRA.L.6)

Vocabulary: Draw a picture to help define each word. Share your drawings with the class, and compare how each reader saw each word.

brambles

thistles

zigzag

twitched

quivered

rumbling

dizzily

Clinging

brie

whey

En garde

scurry

tinkers



A Bucket Full of Dreams



Reading/writing:

(CCSS.ELA-LITERACY.CCRA.L.4, CCSS.ELA-LITERACY.CCRA.L.5)

The Dreamer's dreams are listed below. Define each one and give an example from your own life.

Compassion

Courage

Friendship

Generosity

Brotherhood

Writing:

(CCSS.ELA-LITERACY.CCRA.W.3)

Imagine The Dreamer gave you a bucket full of stars. What dreams would your stars represent?

Diary of a Volcano

Science:

(CCSS.ELA-LITERACY.CCRA.R.10, CCSS.ELA-LITERACY.CCRA.SL.5)

Many active volcanoes can be found in the Pacific Northwest. Pick one, and research the history of its known eruptions. Create a timeline of your volcano to display for the class to see.



Something Fishy



Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

The Chinook salmon formed a wall to protect themselves and the other fish from the hungry seal. The wall was 6 salmon tall and 9 salmon long. How many fish were in the wall altogether?

Writing:

(CCSS.ELA-LITERACY.CCRA.W.10)

Like *First Day Jitters*, this story (*Something Fishy*) is written in rhymed couplets. How does this style of writing add to these two stories? Are the meters in the two stories the same or different?

George Fletcher: The People's Champion

Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

John Spain received the championship saddle worth \$350. George Fletcher received \$700 from the people who bought pieces of his hat. How much more did George Fletcher get than the first-place winner?



(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

One dollar in 1911 is worth about \$24 in today's dollars because of inflation. About how much would one piece of George Fletcher's hat cost in today's dollars?

History:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.R.10)

The People's Champion is based on a true story that took place in 1911. What were Oregon's exclusion laws? How has the state changed in its treatment of people with different skin colors over the past 100 years? How has it stayed the same?

Mount Tabor: Home of Ardi the Squirrel

Reading/writing:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.W.2, CCSS.ELA-LITERACY.CCRA.W.10)

List three things that Luna does at Mount Tabor Park. Is this the same as or different from the activities you do at a park near your own home? Describe how your park is the same or different. If you live close to Mount Tabor, pick a different park and compare the two.



Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

Ardi and her babies each dropped four acorns on Luna's head. Ouch! How many acorns fell on Luna's head in all? Use pictures and numbers to show your work.

Now write your own story problem about Ardi and acorns. Use pictures and numbers to show how you solve the problem.

The Day the Puddles Stomped Back

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1)

Pick one scene from the story and draw a picture to illustrate what happens. Pick a different picture from the illustrations already in the book. Which image do you think is the funniest, and why?

Vocabulary:

(CCSS.ELA-LITERACY.CCRA.L.4, CCSS.ELA-LITERACY.CCRA.L.6)

In your group, act out each of the vocabulary words listed below. If nobody in the group knows what a word means, check the dictionary or another group.

twitched

trembled

column

azaleas

drenched

raised

tsunami

gaze

stomping

karate

commotion

toddled

tang



Old as Clouds, Wise as Wind

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.3)

What made the birds fly? Cite passages from the story where you find the answer. How is the apprentice boy like the birds the old man makes?

Creativity:

Create your own bird using only recycled materials. Be sure to include color and to be as careful crafting your bird as the old man was with his.



Moon Song

Writing/language:

(CCSS.ELA-LITERACY.CCRA.L.5)

The author of this story uses many different words to describe how the animals moved. Instead of walked, for example, the raccoon waddled. Find five other movement words in the story. For each word, explain how it gives more information about the movement than an everyday word like walk or run.

Example:

raccoon waddled: The word *waddled* means that the raccoon walked by taking small steps while swaying from side to side. Can you picture the raccoon's belly swaying as he walked?



Vocabulary:

(CCSS.ELA-LITERACY.CCRA.L.6, CCSS.ELA-LITERACY.CCRA.L.4)

The words listed below may be new to students. Pre-teaching their meaning may add to listeners' enjoyment of the poem.

renegade

enchanted

beamed

loped

dazzling

lunar

melody

indigo

lunatic

crooned

canopy

alluring

harmony

Paw-sitively Yummy

Listening:

(CCSS.ELA-LITERACY.CCRA.SL.2)

Can you find each of the bikes described in the story in the illustrations on pages 70 and 71?



Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

Five bicycles, one unicycle, and a three-wheeled ice cream bike are in the park today. How many wheels are in the park in all?

Challenge:

When kids in the neighborhood heard the ice cream bike's music, six more kids on bikes and two kids on old-fashioned roller skates joined the group at the park. Bea's parents went home to refill their water bottles. A lady showed up pulling her two kids in a red wagon. Now how many wheels are in the park?

Kip and the Great Food Cart Feud

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2)

What was the problem in Kip and the Great Food Cart Feud? How was it solved?



Research:

(CCSS.ELA-LITERACY.CCRA.R.10, CCSS.ELA-LITERACY.CCRA.R.7)

What foods were served at the Vittle Village Food Court? What countries did those foods probably come from? Research one unfamiliar food online or at the library, and share your findings with the class. Be sure to include your sources.

*Note: If local health codes allow it, serving samples of foods like those mentioned in the story would be a fun way to introduce young readers to other cultures.

A Really Good Present for Dad

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2)

What was Toby's present for Dad on Father's Day? Why does the story say it was a good present?



Writing:

(CCSS.ELA-LITERACY.CCRA.W.10)

Moms and dads can be really hard to buy gifts for, especially when you're young and don't have any money.

Write a paragraph explaining a gift you could create for your own parent without spending any money. Explain why it would be perfect for that parent.

Serafina's Tree

Reading:

(CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.4)

At the end of the story, Mrs. Juarez says, "Thank you, Serafina.

You've brought me summer!" What did she mean by that?

Speaking and Listening:

(CCSS.ELA-LITERACY.CCRA.SL.1)

Interview an older friend or relative. Find out what foods make him or her think of summer. Are they foods you've tasted? Can you make them? Present your findings to your group or class.

(CCSS.ELA-LITERACY.CCRA.SL.5)

Can you think of foods that remind you of the other seasons? Create a display—either on paper, as a diorama, or as a computer presentation—for each season to show those foods.



Waffles

Reading:

(CCSS.ELA-LITERACY.RL.1.7)

Look at the picture on page 87. Why were the neighbors surprised by Blake and Bart's waffle?

Math:

(CCSS.MATH.PRACTICE.MP1, CCSS.MATH.PRACTICE.MP2)

Bart and Blake use a recipe the next time they make waffles. (You can only make so many house-sized waffles.)

The recipe below makes six medium waffles. Bart wants three waffles, and Blake wants four, so they decide to make two batches and share the rest with Mom and Dad. How much of each ingredient will they need for two batches? Remember to write each fraction in the lowest common denominator.

Waffles (makes 6 medium)

3 tablespoons butter

1½ cups flour

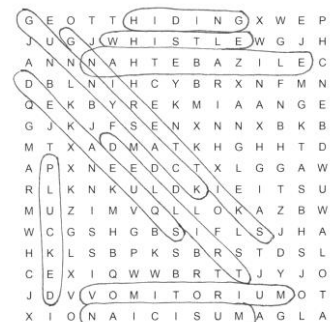
1½ teaspoons baking powder

¾ teaspoon salt

2¼ tablespoons sugar

1½ cups milk

2 eggs



Will and Piper Solution