Georgia Children’s Picturebook (Gr. K-4) Award
2017-2018 Finalists

Connecting to Children, Community, and Curriculum
Picturebook Award Selection Committee

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Summary

There are so many things to learn in life; sometimes it’s hard to make a choice. You could take violin lessons, learn how to bake, take yoga, learn a foreign language... or you could learn how to be a lion in seven easy steps!

A lion? A lion!

In this hilarious and whimsical book an eager (but somewhat tame) little boy attempts to learn what it takes to be a Certified Lion. After failing miserably at such tasks as Looking Fierce, Roaring, Choosing What to Eat, Prowling Around, Sprinting and Pouncing, our young hero has to pass the ultimate test... Looking Out for Your Friends. Will he succeed in mastering the lessons his real lion instructor has given him? After all, it’s not easy getting your Lion Diploma!
Connections to Children, Community, and Curriculum

- Have children make a list of all of the things they would like to learn how to do, including careers in which they are interested. Compare the lists and discuss what type of training is involved in becoming a teacher, fireman, dancer, painter, etc.
- Discuss the difference between hobbies and careers and how sometimes one can turn into the other. For instance, someone who likes to draw as a hobby might decide to become a professional illustrator.
- Have students select something they know how to do well and teach it to the class in no more than seven steps.
- Before the boy and his lion instructor begin their lessons, they do yoga stretches to warm up. Discuss why people “warm up” for various activities: singing, running, playing musical instruments, etc. Teach your class a few yoga poses (asanas) to introduce them to yoga, or take them through a whole series of Sun Salutations.
- The boy’s instructor shows him a giant menu of the typical foods that lions eat. Have children select a favorite animal and create a menu for it using pictures they’ve cut out of magazines. Discuss the differences between herbivores, carnivores, and omnivores.
- At the end of the book, the main character rises to the final challenge of saving a friend in need. Pair this book with Lionheart by Richard Collingridge to discuss overcoming one’s fears and facing challenges.


Lexile = 350
Summary:

Life on the farm with Granddaddy is full of hard work, but despite all the chores, Granddaddy always makes time for play, especially fishing trips. Even when there isn’t a bite to catch, he reminds young Michael that it takes patience to get what’s coming to you. One morning, when Granddaddy heads into town in his fancy suit, Michael knows that something very special must be happening — and sure enough, everyone is lined up at Town Hall! For the very first time, Granddaddy is allowed to vote, and he couldn’t be more proud. But can Michael be patient when justice just can’t come soon enough?

Based on one family’s true experience in the struggle for voting rights in the civil rights era South, this moving tale sheds an emotional spotlight on a difficult facet of U.S. history. This is a timely book to read to or with third and fourth graders during the election season. Fifth graders often study U.S. history, and Granddaddy’s Turn provides an excellent background as to why the 1965 Voting Rights Act was so necessary.


Lexile = AD670
Connections to Children, Community, and Curriculum

- Character search: Predict what is going to take place by flipping through the book and noticing the expressions on the faces of the characters. Do any of the people look like they are being patient? Do any look angry? Do any look happy?
- Illustrations: How do James E. Ransome’s illustrations help you better understand the setting of this story? Do his paintings change in any ways during the book?
- Author Point of View: Why do you think the authors thought this was an important story to tell?
- Patience and Civil Rights: Why was it so important for Granddaddy not to lose his temper when he was not allowed to vote? How do you think people rationalized keeping others from exercising their constitutional rights?
- The story is told from the grandson’s perspective. Have your students work with a partner or in small groups to write a retelling of the story from either Granddaddy’s or the grandmother’s point of view.
- Review with your students the following words and ask your students use the text to predict the meanings, or have them use a dictionary to define these words: ballot, concede, constitutional, deputy, desegregation, dismantle, Elizabethan, granted, harass, nullification, passel, polling, segregation, segregationist, suppression.
**Summary**

In this folk narrative, we learn of “Marvelous” Cornelius Washington, a man whose positive spirit and musical inclinations helped people in the New Orleans Quarter cope after Hurricane Katrina. Each day, Cornelius’s work as a sanitation worker is a showcase of theatrical talent. His chorus of song and dance helps uplift the spirit and cleanse the soul as they join him in helping clean up the devastating effects of the storm.

Bildner’s lyrical narrative and Parra’s colorful paint illustrations of hope, spirit, and perseverance are fitting partners in this engaging and inspirational picturebook. An evocative quote from Martin Luther King Jr. and a concluding Author’s Note should not be overlooked. Picturebook partners to this book include *Freedom In Congo Square* (Weatherford & Christie, 2016) and *Trombone Shorty* (Andrews & Collier, 2016).
Connections to Children, Community, and Curriculum

- This story is a fitting tribute to people whose service often goes unnoticed or overlooked. Invite your local unsung heroes to speak to your class (virtually or in person). Then invite your students to create traditional or multimodal stories focused on a part of the visitors’ lives that the students would like to showcase. Alternatively, find biographies of people who are considered heroes and develop folk legends from those stories. Discuss the differences between biographies and folk legends and use mentor texts for legends, if needed.

- Bildner’s use of figurative language offers multiple opportunities to explore how we can creatively convey motion, emotion, setting, and tone. Identify and discuss the different ways in which the writer’s craft of language conveys the story explicitly and implicitly.

- Engage in visual literacy conversations that focus on the symbolism of color (e.g. blue, yellow) and objects (e.g. the bird) in the story. Be sure to include the endpages in your discussion.


Lexile = AD560
Summary

This is the true story of a memorable event in the young life of Antonio Willie Giroux. Rebecca Bond uses candid language and historic-looking sepia-toned images to tell the story her grandfather, Antonio, told her. In the early 1900s, he lived in a hotel run by his mother in rural Canada. He found joy in talking with and learning about the many workers and guests he met there. He also liked walking through the forest, but rarely saw the animals he knew inhabited it. But one day, Antonio, his mother, the workers, the guests, and even the animals all came together (both physically and symbolically) to collectively survive a devastating experience.


Lexile = NC990L
**Connections to Children, Community, and Curriculum**

- This story is rooted in family heritage. Have students draw or write about their own family in some way – an important person to them, an event they know of in their lineage, or a memory of a special experience they shared with a loved one.
- This story came from a childhood memory. There are many wonderful picturebooks children can read that are also based on events from the lives of the authors. Pair with books such as *Rules of Summer* by Shaun Tan, *The Relatives Came* by Cynthia Rylant, and *William and the Good Old Days* by Eloise Greenfield.
- One of several themes in this book is perseverance. Explore how the characters’ continuation of their lives after a tragic event supports this theme. Relate this to characters from other books or historical figures who also show this positive character trait.


Lexile = NC990L
Summary

A warm-hearted rhyming tale about one little mouse trying to make himself heard and discovering along the way that even the smallest of us can be as strong as a lion.

Connections to Children, Community, and Curriculum

- All kids try to find their niche in school. Some are loud and take charge while others are quiet and shy. This story is all about confidence, self-esteem, and friendship. Have children discuss times when they felt small as a mouse or as bold as a lion. Discuss how they can help others find their hero within.
- Have students create a set of instructions for teaching Mouse how to roar. This book pairs nicely with Lion Lessons (Agee, 2016). Also, students could continue the story such as writing about the further adventures of Mouse and Lion.
- Invite local community heroes to visit and discuss times when they may have been scared and/or had to be brave.


Lexile = AD600
Summary

A small girl, Mira, with a warm heart travels through her gray neighborhood spreading love and hope. On her walks, she passes out colorful hand-drawn art pictures to people throughout the neighborhood; such as a policeman, musician, etc. On this journey she runs into an artist who starts a challenge to create something beautiful on an abandoned wall. Mira begins helping him paint, and other people from the neighborhood begin to join the painting of the wall. This project leads the neighborhood to begin painting and illustrating objects in their community while forming a sense of pride and togetherness.
Connections to Children, Community, and Curriculum

- Before reading, ask children if they believe something small in size can make a big difference. Invite them to share responses and experiences. Inquire if they know someone, either in history or recently, who has made a difference - whether large or small. After reading, chart ideas on how youth can make a difference.
- This book can be used in connection to major historical figures that made changes in the world or people within the community. This is an excellent resource for schools and libraries that incorporate service learning into their curriculum/program-planning. Encourage children to create a service learning project that would inspire unity throughout the community or just in your school. Imagine one class inspiring the entire school and/or community to create something beautiful!


Lexile = AD580
In 1943, World War II is underway overseas, and 10-year-old Diana is determined to help do something here on the homefront. Diana lives in the White House. Her father, Harry Hopkins, is the chief advisor to President Franklin Delano Roosevelt. Diana tries several ideas, but nothing works. Then one day, President Roosevelt suggests people grow their own food in gardens to help both soldiers and citizens. He calls them “Victory Gardens.” Diana works with Mrs. Roosevelt to grow the first White House Victory Garden. (This is a true story based on Diana Hopkins's childhood memories.)
Connections to Children, Community, and Curriculum

- Research White House victory gardens. How many different vegetables did they grow? Which other former First Ladies also grew gardens? Learn how former First Lady Michelle Obama promoted the creation of a White House garden and healthy eating for children across the United States.
- If you could grow a victory garden, what vegetables would you grow? Make a list of what you would plant and draw a picture to show your garden. Perhaps label the different sections!
- In the story, Diana uses a dumbwaiter to sneak around the White House and practice being a spy. Research “dumbwaiter.” What is it? What was it used for?
- World War II was occurring overseas in 1943, and 10-year-old Diana wanted to help and do her part here in the United States to support the troops. Can you think of another way Diana may have helped? Are there things you can do to support our U.S. troops that are deployed overseas now? Make a list and talk with an adult to do one thing off your list.


Lexile = AD610
Summary

Life is swell for Elmore Green, until the new small person arrives. This change does not sit well with Elmore as he now must share everything – attention, his parents, toys, clothes, and even his orange jelly beans. Elmore wishes this addition to his family would just disappear...until one night everything changes and Elmore sees this new small person in a new light.
Connections to Children, Community, and Curriculum

- Divide children into groups based on whether they have younger siblings, older siblings, both, or neither. Within these groups, ask them to share their experiences with their siblings and create some type of presentation to share with the group about what it’s like to be an older/younger/middle sibling or an only child.

- As a writing extension activity, children can re-write the book from Albert’s perspective. Children can work in groups, pairs, or individually and share each finished product with their peers. Compare and contrast the similarities and differences between the original text and their new creations.

- Invite a parent volunteer with an infant or toddler to serve as a guest speaker and bring their younger child. Ask the parent and older sibling to share what it was like when their “new small person” arrived and how their family adjusted.
Summary

What’s a kid to do when they desperately want mail, but day after day the mailbox is bare?

Young Liam is faced with this question and finds his answer through writing a letter...to his mailbox.

The parade of deliveries that follows will delight children of all ages. Follow Liam as he corresponds with his magical mailbox and finds in the end that it is truly better to give than receive.


Lexile = 480
Connections to Children, Community, and Curriculum

- Ask students if they have ever received anything in the mail. Invite them to share stories about checking the mail with parents or other family/friends. Create miniature mailboxes to keep in the classroom or library to receive letters throughout the time spent studying mail.

- This text works well with curricular standards throughout the grade levels on addresses and letter writing. Youth can send “snail mail” to practice letter writing and addressing envelopes while preserving the experience of receiving excitement via the mailbox. Text-to-text connections may also be made to other texts related to mail such as *Mailing May* (Tunnell, 2000) and *Flat Stanley* (Brown, 1964). Compare fiction and non-fiction elements of these texts and consider expanding this into an entire unit/project on mail.

- Invite a local mail carrier to visit and share about their profession. Ask them about the strangest item they ever delivered in the mail!


Lexile = 480
Summary

One day, William discovers that the tree outside his window has been sculpted into a wise owl. In the following days, more topiaries appear, and each one is more beautiful than the last. Soon, William’s gray little town is full of color and life. Though the mysterious night gardener disappears as suddenly as he appeared, William—and his town—are changed forever.

Lexile = AD390

**Connections to Children, Community, and Curriculum**

- Online version of the book: [click here](#)
- Interview with the authors: [click here](#)
- Pair a reading of *The Night Gardener* with Lane Smith’s Caldecott Honor winning picture book *Grandpa Green*. Compare the process of creating the topiary and the roles of the topiary in these books. What is handed down across generations in each story? Compare the text and illustrations and their roles in meaning making across the two books.
- The *Night Gardener* is an ideal text to include in a text set on individuals and groups who have influenced community transformations. For more, see this teaching idea for *Extra Yarn*. Perhaps include *Maybe Something Beautiful* in this text set, too!
- Explore more information on topiaries, such as a virtual exploration of the Pearl Fryar Topiary Garden: [http://www.pearlfryar.com](http://www.pearlfryar.com)
- Activity set (Cloudfront.net): [click here](#)
- Book trailer: [click here](#)
Summary

A young boy named Chris loves pretending to be an astronaut. The only problem is he is afraid of the dark. Then, he watches real astronauts on TV historically land on the Moon and sees how dark it is in outer space. Chris realizes that the dark is mysterious, but he doesn't have to be afraid. That moment changes his life forever!


Lexile = AD550
Connections to Children, Community, and Curriculum

- Research different well known male and female astronauts such as Neil Armstrong, Buzz Aldrin, John Glenn, Sally K. Ride, Mae C. Jemison, Guion S. Bluford, and Chris Hadfield. Learn what it takes to become an astronaut.
- Learn about NASA and our space program. Then, watch the movie, “Hidden Figures” (Rated PG). Discuss the events that take place in the movie.
- STEM Connection - Design and build your own rocket ship using household products like paper towel rolls, cardboard boxes, and construction paper.
- Write your own fiction story of becoming an astronaut, landing on the Moon, and exploring the universe.
- Take a trip to visit a local science or aviation museum.


Lexile = AD550
Summary

A new crayon has been “labeled” Red...although he is really blue. Throughout the story, the other crayons try to force him to be red by giving him different tasks. His family, peers, and teacher (other crayon colors) do not understand why he is not red and make excuses for this “behavior.” He tries each time to do as he is told but fails. At the end of the story, one “peer” ask him to be blue and accepts his color. After this event, all the other peers seem to understand that he is blue and accept him for who he really is.


Lexile = AD120
Connections to Children, Community, and Curriculum

- Begin by reading the story aloud to children. After reading the story, ask students if they can think of a text-to-self or text-to-world comparison. If needed, prompt students by talking about different parts of the story and how the storyline changes in the end because of one “crayon” accepting Red. Students can lead this discussion by sharing life experiences.

- This is a great book to make connections with children’s life experiences. You may use this book during a character lesson on accepting all students no matter of differences. The book demonstrates how just one person can stand up and make someone feel comfortable. This is a great book for Anti-Bullying Week. The crayon color names and phrases can be used to discuss languages used in a text to make the writing more interesting. An art teacher may use the text to introduce primary colors and combining colors for new colors.


Lexile = AD120
Summary

“Ada Rios grew up in a town made of trash...”, and so our story begins as we find our heroine living in a town built on a landfill.

Ada wonders what her future will hold as she watches life around her revolve around the landfill. One day, her life changes when she begins to take music lessons. In trying to meet the needs of his students, Ada’s music teacher finds a way for the landfill to give life, and through it, Ada and her friends inspire the world.
Connections to Children, Community, and Curriculum

- Connect to children’s prior experiences by sharing stories about their own visits to or knowledge about local landfills/dumps/waste or recycling facilities.
- A variety of curriculum connections exist in the areas of music, art, science, and more. Bring in different musical instruments shown in the book to teach youth about new instruments. Connect to art by having them sketch design plans for different instruments built from trash. Science standards relating to recycling and sustainability also work well with this text.
- Give back to the community! With children - find, organize, participate in, and/or sponsor a clean-up or beautification day in the area surrounding your school or library. Assist youth in using recyclables collected during this event to create musical instruments like in the book or extend the concept further to accommodate for creating any kind of art.


Lexile = 820L
Summary

If you were a boy named Henri Matisse who lived in a dark French mill town and you wanted color, light and sun...you might grow up to be a world famous painter - along with a little guidance from your mother and the iridescence of birds.

In this stunningly beautiful picture book, author Patricia MacLachlan explores the childhood influences and inspirations that led to Matisse’s unique artistic style. Hadley Hooper’s simple, yet vibrantly colorful illustrations, vividly depict how Matisse’s mother filled his boyhood home with colorful plates, tapestries, flowers and rugs, and was particularly instrumental in his artistic development. This warm, inspiring book is a perfect introduction for young children to the work of Henri Matisse.
Connections to Children, Community, and Curriculum

- The title of this book refers to the iridescent feathers of the pigeons that Henri kept as a child. Use this book to inspire a science lesson where children explore different types of animals that have iridescent attributes, like snakes, birds, beetles, and butterflies.
- Pair this book with *Henri’s Scissors* by Jeanette Winter, and have children create their own works of art using scissors and colored paper cutouts.
- Matisse’s mother created painted plates. Provide poster paints so children may paint their own colorful designs on paper plates to hang on the wall.
- When Henri was a child, he learned how to mix paints to create different colors. Use this book as a jumping off point for an activity in how to mix primary colors to make secondary colors.
- Introduce children to the concept of a still life. Arrange fruit in a bowl and encourage them to paint or draw what they see.
- Pair this book with the following titles to do an entire unit on famous painters: *The Noisy Paintbox: The Colors and Sounds of Kandisky’s Abstract Art* by Barb Rosenstock, *The Fantastic Jungles of Henri Rousseau* by Michelle Markel, and *Action Jackson* by Jan Greenberg.

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Lexile = AD240
Summary

Louise Bourgeois was an accomplished artist - a weaver, a painter, a sculptor. She was born in France in 1911 and continued making art until her death in 2010.

This fantastically conceived and gorgeously executed children’s book tells the story of her life, focusing on her early years living by the river in France helping her best friend - her mother - in the family tapestry restoration business. Woven through the story is the inspiration for most of her life’s artwork: childhood, her beloved mother, and unbelievable sadness. Everything in this book imbibes artistry - from the bold and vibrant (yet still haunting) illustrations, to the overlays and page layouts, to the flowing, poetic text (somehow still richly full of tapestry terminology), to the font, to the fitting quotes from the artist herself. This book is a beautiful work of art.


Lexile = AD1000
Connections to Children, Community, and Curriculum

- Louise Bourgeois emigrated to New York City in the 1940s and made sculptures out of junkyard wood scraps or found materials. Children can create their own sculptures out of materials they find around their home or classroom such as cardboard boxes or plastic jugs.
- Louise was friends with the artist Jackson Pollock. Children can read the book *Action Jackson* by Jan Greenberg, which is about a slice of his life, then discuss similarities and differences between the two picturebooks about artist friends.
- Amy Novesky’s words and Isabelle Arsenault’s illustrations blend together beautifully to create a picturebook that is artistic on its own. One particular feature of this is the font choice. Children can explore other books that use font and type in interesting ways, such as selections by Lauren Child and Douglas Florian. Follow this with inviting children to try the technique out in their own writing!
- Louise drew on her childhood experiences as inspiration for most of her art. Invite children to list important events, people, places, and feelings from their life from which they can find inspiration for their own art and writing.


Lexile = AD1000
Summary

If you could be any animal, what would it be? Well it probably wouldn’t be a frog! Meet Little Frog, who does not want to be a frog anymore. He is tired of being wet, slimy, and eating bugs....That is, until another animal points out the brighter side of being a frog!

This book is a wonderfully fun story about self-acceptance.

Connections to Children, Community, and Curriculum

- Have you ever wished to be something else or wondered what life would be like if you were different? Imagine that you are something different. What would you look like? Where would you go? What would you eat? Pair this story with Carnivores (Reynolds, 2013) and/or The Wide Mouthed Frog (Faulkner, 1996).

- Being you is pretty awesome. Help children make an “All About Me” book, including a top ten list of what makes them awesome. Download activity sheets are available here.

- Celebrate National Frog Jumping Day (May 13) by having a school/library-wide frog-hopping contest. Imagine the laughter when the principal (or other adult leaders) hops like a frog! Invite parents and community leaders to join in the fun.
Summary

As two sisters settle into bed for the evening, the younger one asks her older sibling to tell her what to dream about. Despite the older sister’s myriad attempts at creating delightful dream worlds peopled with all sorts of magical creatures and enchanting scenarios, her younger sister has the knack of turning every great idea into a problem. From teeny-tiny animals eating teeny-tiny waffles to having a party with furry friends or living in a tree-house town, children will relate to Giselle Potter’s distinctive and quirky illustrations of strange and dreamy worlds.


Lexile = AD590

Lexile = AD590

**Connections to Children, Community, and Curriculum**

- Discuss different points of view and how something can be wonderful and inviting to one person, yet fearful or intimidating to another.
- Use this book to discuss the differences between fantasy and reality.
- Pair this title with Chris Van Allsburg’s *The Mysteries of Harris Burdick*. Compare the dreamlike images in both books and invite children to write their own stories based on the illustrations.
- The older sister in this book has to be very creative and come up with all sorts of different ideas. Pair this title with Philip C. Stead’s *Ideas are all Around* and discuss what things in the real world can inspire great writing ideas.
- Children can create a diorama of either a scene from the book or one of their own dreams.
- Pair this book with *Free Fall* by David Wiesner to discuss the world of sleeping dreams. Afterwards, invite children to illustrate one of their own dreams.
Summary

First day jitters at Frederick Douglass Elementary not only affect the students and teachers, but the school itself. He is nervous because this is the first time the school has welcomed students since he became a school over summer break. The school questions whether the students will like him and how they will treat him. After messy activities, lunchtime mishaps, and a fire drill gone wrong, the school realizes that it will not always be perfect and we should be comfortable in our own skin...or bricks.

Connections to Children, Community, and Curriculum

- This book is perfect as a First Day of School introduction and read to youth in all grades.
- On the second day of school, students can write a reflection about how they felt on the first day of school.
- Pair this book with First Day Jitters by Julie Danneberg and compare being new to a school. Pair with Stand Tall, Molly Lou Melon by Patty Lovell and compare acceptance of others.
- Discuss with children the importance of the janitor in this story to the school. How is your school’s janitor/custodian important to the school and students? Write a thank you note to express this sentiment.

Lexile = 580
Summary

Do you remember being on a long car ride to visit a relative or maybe to a favorite vacation destination? The words “Are we there yet?” are often spoken by children and adults suffering from boredom! This story is about a young boy on a trip to his grandmother’s house for her birthday party. Along the way, his imagination helps to make the car trip more exciting. The reader discovers this in author/illustrator Dan Santat’s clever way of keeping our attention with every “turn” of the page.

Connections to Children, Community, and Curriculum

- Play classic car ride games with the class/group during indoor recess or the start of every day. (ex: I Spy, 20 Questions, States and Capitals, License Plates). Click here for more info.
- Use a map to locate places that children have visited. Use Google Maps, MapQuest, etc... to calculate the distance and time to travel. Older youth can locate points of interest, landmarks, or “tourist traps” along their route.
- Within the story, there are QR codes. Scan them to reveal the robot’s messages! Using a QR generator, create more messages that other characters in the story might say. Generate QR codes to connect children with websites/video clips tied to historical events illustrated within the book.


Lexile = AD310
Summary

This award-winning picturebook is a stunning historical testimony about the critical role Congo Square played in helping sustain the spirit and souls of those enslaved in 19th century New Orleans. Using rhyming couplets and the ever popular tropes for children’s books (counting and days of the week), Carole Boston Weatherford enables young readers to embark on a rhythmic journey of toil and celebration. Greg Christie’s evocative illustrations assist readers as they anticipate the weekly reunion of friends, family, and compatriots every Sunday afternoon in “freedom’s heart”: Congo Square. The forward, author’s note and glossary offer additional facts about a relatively unknown part of our history. This very accessible book is a must-have in all classrooms, libraries, and homes!
Connections to Children, Community, and Curriculum

- The Arts are important methods of communication and help generate community. Explore the ways in which the Arts benefit us individually and collectively. Create text sets that showcase the role of the Arts in our past and present. Other books on this year's list such as *Maybe Something Beautiful* and *Marvelous Cornelius* are possible partner texts with this book.

- Similarly, The Arts are historical artifacts that represent social movements and help us recognize and understand other people’s beliefs and practices. Research the ways in which music, dance, and the visual arts are integral aspects of social movements (e.g. The Depression, Civil Rights, World War I, etc.) and are avenues for cultural understanding. Discuss the effects of the Arts on our individual and collective consciousness. Also consider critical literacy activities that involve the reading and interpretation of lyrics as connected to larger societal events.

- Engage in visual literacy activities that enable children to interpret the illustrations independently and in relation to the written text. How do the illustrations reflect, enrich, or perhaps contradict the written text and vice versa?

- Engage in word study (e.g. word families, vocabulary, etc.) with Weatherford’s intentional use of rhyme.


Lexile = AD670
Recommended
Summary

Gus and Ida are polar bears living in a zoo located in the middle of a big city. Every day, Gus can count on Ida being there...always. One day, Gus learns that Ida has grown sick and she is not going to get better. Remembering things that she told him, Gus realizes that while Ida may not be with him physically, she will be with him in his heart and mind...always.

This story was inspired by the Central Park Zoo polar bears and their friendship witnessed by millions of visitors. A recommended story for helping students and children cope with death of a loved one or pet.

Connections to Children, Community, and Curriculum

- Visit the Central Park Zoo online: [www.centralparkzoo.com](http://www.centralparkzoo.com)
- Locate the map of the zoo and discuss what animals they would see if they visited the zoo today. Children may work as a group to design their own zoo map. What animals would they include in their park?
- Invite children to draw a self-portrait with a dream bubble. In that bubble, draw an event or memory that they will remember...always.
Summary

Benjamin Franklin, American inventor and scientist, travels to Paris, France. While there, he meets Dr. Mesmer, a scientist who convinces others that there is an invisible force that can control their minds. Franklin hypothesizes that what the patients are feeling is all in their heads. There are sidebars within the story explaining the scientific method, which Franklin used to expose the trickery of Dr. Mesmer. This suggested book would be a great addition to upper elementary social studies/science classrooms or library discussions.

Connections to Children, Community, and Curriculum

- Pair with *How Ben Franklin Stole the Lightning* by Rosalyn Schanzer. Springboard research into the many inventions and discoveries made by Ben Franklin in American history.
- Use with the “Animated History Hero Classics” DVD on Benjamin Franklin
- “A penny saved is a penny earned” is an old saying by Benjamin Franklin. Using the outline of a piggy bank, invite youth to write or draw pictures of things they would purchase with their saved pennies.
- Benjamin Franklin enjoyed writing and wanted his brother to print his stories or articles in his newspaper. Ben did not think that his brother would, so he created a pen name. Invite children to create their own pen name, and write a short story or article about something they know. Share articles with pen names and have the group guess the real author.


Lexile = AD690