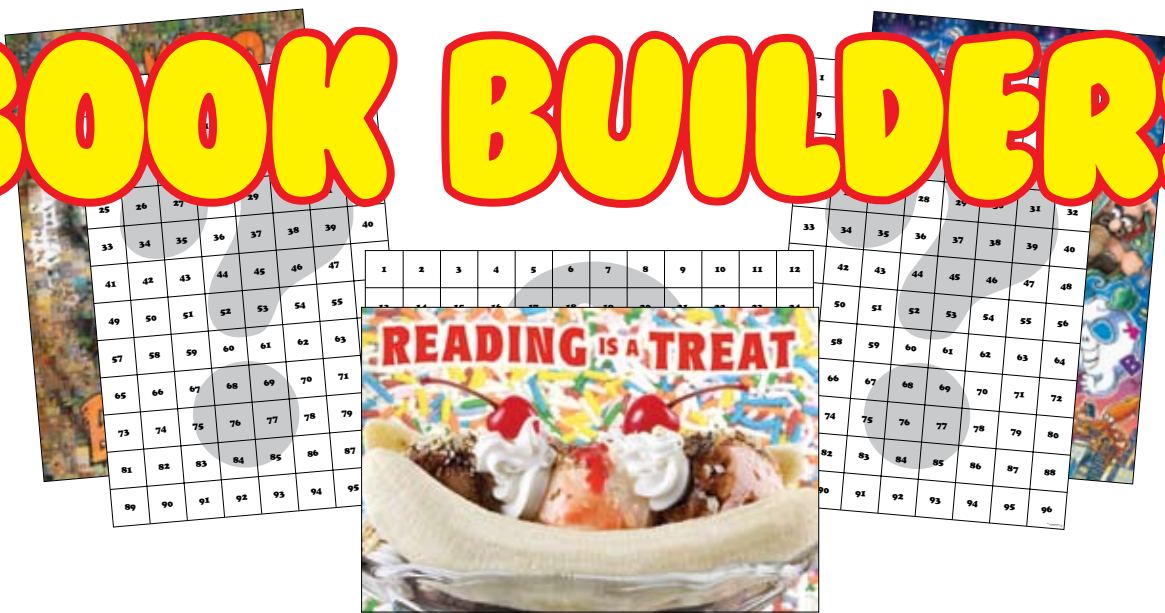




# BOOK BUILDERS



Watch a motivating reading theme poster take shape before your eyes as kids read books and earn puzzle pieces to reveal the picture and theme slogan. Choose from three new themes: Go Wild for Books, Dewey Library, and Reading is a Treat.

## SETTING THE SCENE

- Pique curiosity about Book Builders puzzle posters in advance through a bulletin board display. Cover the board with a bright color. In the middle, display one of the blank puzzle posters. Surround the poster with cut-out question marks in contrasting colors. Title your display “Puzzled? Read the Way to Answers!”
- Kick off a month-long Puzzles campaign. Use Book Builders posters and read your way to completing them. Feature puzzle books in book displays along with manipulative puzzles like Rubik’s Cubes and marble mazes. Set out a variety of paper/pencil word puzzles, mazes, etc., and sets of cards with riddles, brain teasers, or trivia questions. Below each riddle or problem, add a call number leading to a library resource that provides the answer.

## GAMES/CONTESTS

- Use one poster per class, in the library or classroom. Trade one puzzle piece for every book read by a student in that class.
- Have all classes work on completing one poster together in a shorter time, trading a puzzle piece for every book read.
- Heighten suspense and add an element of competition by displaying all three posters. Assign a different class or reading group to each one.
- Build in clues for clever readers by having the group working with “Go Wild for Books” read animal stories, or those completing the “Dewey Library” puzzle read nonfiction.
- Set a target date for a class or reading group to complete a puzzle. If they succeed, award small prizes like Upstart bookmarks that match the puzzle, credit “book bucks” toward items at an in-house

book fair, or opportunities to read aloud to the class from a favorite book or to choose a book for class discussion.

- As a puzzle nears completion and the theme emerges, have kids suggest books that relate to the theme and build a class reading list around it.
- Support differentiated instruction by using a different Book Builders puzzle for each leveled reading group. Groups will read books at the appropriate level. That way, they can “race” to complete their puzzles without an automatic disadvantage for less-skilled readers or the built-in problem of kids choosing books below their skill levels for the sake of speed. You might develop lists of recommended titles for each reading level.
- Exercise critical thinking skills with “chain” reading, in which each book leads to another related book. Readers choose their first book freely, but the next book must be by the same author, about the same subject, a nonfiction parallel to fiction or vice versa, etc. Have kids bring you the just-read book and the next choice, and explain the connection to you.
- Engage skills other than reading proficiency by giving kids different ways to be involved or “win.”
- Hold a contest for kids to design additional Book Builder puzzles, featuring original pictures and theme slogans. Entries should include a recommended reading list of at least three books that relate to the theme.
- Invite kids to create their own puzzles out of drawings of the covers of their favorite books. Set the student-generated puzzles at a learning center or use them to carry on the puzzle reading theme.
- Check out Upstart’s “Read in the Wildest Places” online guide for activity or literature connections related to the “Go Wild for Books” puzzle.

### KIDS EARN PUZZLE PIECES BY...

- Reading a book
- Turning in a short form for each book read, showing title, author, and something learned from the book
- Increasing reading rate
- Learning basic sight words
- Being first to correctly identify the picture and theme slogan as a puzzle takes shape

- Being a “most improved reader” for a school term
- Making a compelling book recommendation to classmates
- Completing a specific extension activity related to a book. You might design activities to address particular skills that need work, such as vocabulary or comprehension.

### AWARD PUZZLE PIECES TO CLASSES OR READING GROUPS FOR...

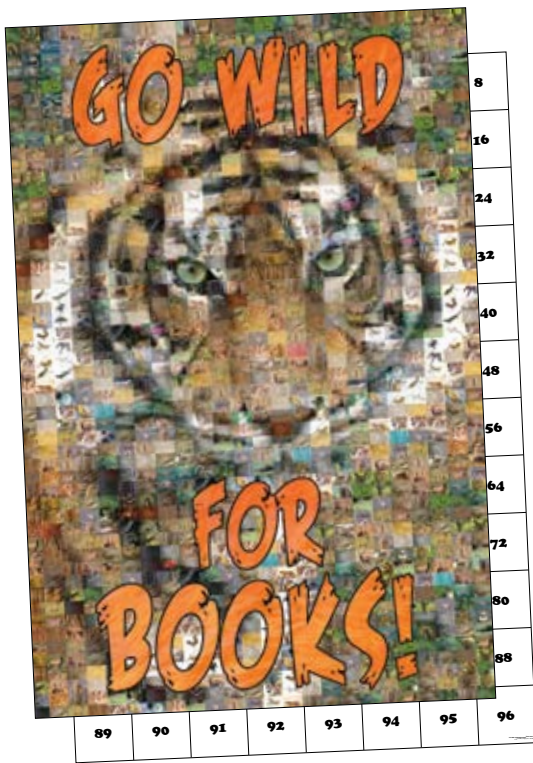
- Every five or ten books they read, collectively
- Every five or ten books they check out of the library, collectively
- Returning all library books on time
- Checking out items that, collectively, represent several different literary genres or formats

### A FEW SUGGESTED “PUZZLE” TITLES

- *Can You See What I See? Dream Machine* by Walter Wick. Cartwheel, 2003. ISBN 0439399505. K–5. **NOTE:** Check out the whole Can You See What I See? series.
- *Enigma: A Magical Mystery* by Graeme Base. Abrams Books for Young Readers, 2008. ISBN 081097245X. 3–6.
- *I Spy: A Book of Picture Riddles* by Jean Marzollo. Cartwheel, 2992. ISBN 0590450875. P–4. **NOTE:** See the whole I Spy series.
- *Imagine* by Norman Messenger. Candlewick Press, 2005. ISBN 0763627577. 2–5.
- *Mazeways* by Roxie Munro. Sterling, 2007. ISBN 1402737742. 1–4.
- *Puzzle Town* by Susannah Leigh. Educational Development Corporation, 2003. ISBN 0794504388. K–4. Part of the Usborne Young Puzzle Books series.
- *The Puzzling World of Winston Breen* by Eric Berlin. Puffin, 2009. ISBN 0142413887. 4–6. See also the sequel, *The Potato Chip Puzzles*.
- *The Warlord’s Puzzle* by Virginia Walton Pilegard. Pelican Publishing Company, 2000. ISBN 1565544951. K–4.

## SETTING THE SCENE

**Bulletin Board.** Cover the board with wrapping paper or fabric in a pattern of zebra or tiger stripes or leopard spots. Cut black letters to title your display “Go Wild for Books!” Cut out pictures of wild animals from magazines or printed graphics. Back them with slightly larger black construction paper silhouettes for contrast and attach them to the board. Below each, tack a colorful card with the name of the animal, the DDC number where information about it may be found, and the title and author of at least one book in your collection about it.



## ART/CRAFT PROJECTS

**Wild Animal Bookmarks.** Provide colorful wrapping paper, bond, or card stock, crayons, markers, and glue. Have children draw and cut out animal shapes and decorate them as personal bookmarks. They might be real animals like coily snakes or fierce tigers, or fantasy animals that express a child’s wild side! “Laminate” the bookmarks between layers of clear contact paper to make them last.



### Critter Kinetic Sculpture.

Find an interestingly shaped tree branch about a foot and a half long. Tie a length of string or twine to each end to make an inverted V hanger. Use green tissue paper to add leaves here and there. Invite kids to draw and cut out small jungle animal shapes, colored on front and back, to add to your mobile. Birds or snakes can rest on the branch and monkeys hang from it. Land animals can be suspended below. You could make a cardboard trunk with several branches to accommodate a big group. Alternatively, provide other craft materials like empty spools, craft sticks, straws, pipe cleaners, cardboard tubes... and see how creative the kids can be.

## LANGUAGE ARTS PROJECTS

**“And I’m Not Lion . . .”** Talk about tall tales—humorous stories that use wild exaggeration to brag about the accomplishments and abilities of the storyteller or the subject of the story. Then try a cumulative tall tale about a laughable lion singing his own praises. Start something like this: “Hi! I’m Lorenzo the Lion, here to tell you about all the heroic things I did today—and I’m not ‘lion!’ It all started this morning, when I woke up to my phone ringing. It was my neighbor, Rory the Rabbit, so frightened he could hardly speak! It seemed that a pesky hawk kept swooping past his burrow, scaring him and his family. Now, I have nothing against hawks in general, but I won’t stand for anyone threatening my neighbors! So I stalked out of my den and with one mighty ROOARR, I terrified that old hawk ‘way into next week! Then...” invite kids to continue the story with another adventure starring the lion in super-feline feats of heroism. Try this with a variety of animals from different habitats for a fun exercise in wild imagination.

**Animal Authors.** Read Judy Sierra’s *Wild about Books*. Have kids choose one of the animal authors in the book, and imagine themselves as that animal. They will write short stories from the animal author’s point of view, about its life and adventures. Illustrate the stories and combine them into an animal anthology.

## MATH/SCIENCE ACTIVITIES

**Predator/Prey Matching.** Check out this TeacherVision Web site printable: [www.teachervision.fen.com/tv/printables/orange/sl-102.pdf](http://www.teachervision.fen.com/tv/printables/orange/sl-102.pdf). Print and use it as is, or treat it as a template and make several similar matching activity sheets featuring different prey animals and their predators.

**Endangered Species Math.** Visit [www.endangeredspecies.com/map.htm](http://www.endangeredspecies.com/map.htm) and click on the map for your state. Work with children to determine the number of endangered species in your state, and how many are in each category: Vulnerable, Threatened, Endangered, or XN: Extinct. Express each category as a percent, fraction, or decimal number of the whole. Make up word problems based on the information, like “How many more animal species are threatened than endangered in our state?” Create a bar graph showing the number of animals in each category and illustrate it with a picture of an animal in that category. **NOTE:** This site may not be current beyond 2002. For more up-to-date information, try a keyword search of your state and “endangered species.”



## INTERNET ACTIVITY

**Animal Planet's Top 100 Wild Animals.** Bookmark this site, <http://animal.discovery.com/tv/wild-100/guide/guide.html>, and let kids scroll through the results of a 2007 poll of America's favorite wild animals. Click on any animal in the countdown to see a beautiful, full-color photo, basic facts, and a “Did You Know” fun fact.

## “GO WILD” READING

- *1-2-3 Draw Cartoon Wildlife* by Steve Barr. Peel Productions, Inc., 2003. ISBN 0939217708. 2–5.
- *Akimbo and the Elephants* by Alexander McCall Smith. Bloomsbury USA Children's Books, 2007. ISBN 1599900319. 3–5. Check out the whole Akimbo series.
- *The Chimpanzees I Love: Saving Their World and Ours* by Jane Goodall. Scholastic, 2001. ISBN 043921310X. 3–6.
- *Finding Home* by Sandra Markle. Charlesbridge Publishing, Inc., 2008. ISBN 1580891225. 1–4.
- *Gorilla! Gorilla!* by Jeanne Willis. Atheneum, 2006. ISBN 1416914900. P–3.
- *Mama's Wild Child, Papa's Wild Child: A Flip-me-over Book* by Dianna Hutts Aston. Charlesbridge Publishing, Inc., 2006. ISBN 1570915903. P–3.
- *Tooth and Claw: Animal Adventures in the Wild* by Ted Lewin. HarperCollins, 2003. ISBN 0688141056. 3–6.
- *Wild about Books* by Judy Sierra, illustrated by Marc Brown. Knopf Books for Young Readers, 2004. ISBN 037582538X. K–3.

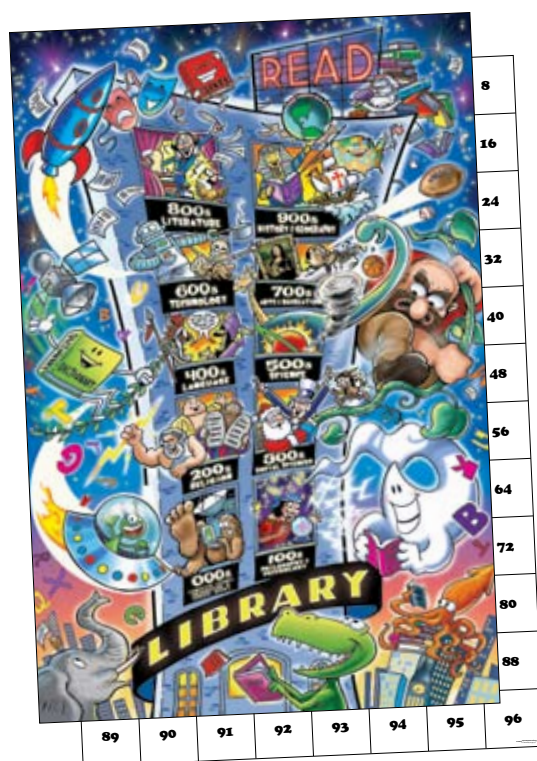
## SETTING THE SCENE



### Bulletin Board: In Melvil's Head.

Draw and cut out a large man's head from card stock or poster board. There's a pattern

at the end of this guide. Cut across the forehead and display the head on a bulletin board popped open like a hinged door. Show a mishmash of pictures, words, and DDC numbers spilling out of "Melvil's head" to represent the all-encompassing range of subjects Dewey had in mind when he developed his classification system. As children complete the "Dewey Library" Book Builder puzzle and discover the theme, work with them to relate appropriate Dewey numbers to the pictures and words on your display, and words or pictures to the numbers. Add these pictures, words, or numbers around the display and connect them with yarn or ribbon lines to their counterparts in Melvil's head.



## WRITING PROJECT

**Nonfiction Jokes and Riddles.** Invite the jokesters in your group to apply their talents to Dewey hundreds categories. Assign or have kids choose a hundreds category. Anything within that category as fair game, as they select one or more specific subjects and write three-five jokes or riddles about them. Who knew philosophy or history could be so funny?

## GEOGRAPHY ACTIVITY

**Mapping the Library.** Have kids draw maps of your library or children's area. Maps should show furniture and general physical layout, as well as where different library resources are housed. Adapt instructions to suit your group; you might have them label areas for fiction, nonfiction, beginning readers, picture books, reference, Internet computers, online catalogs, maps, talking books, etc.

## MATH/SCIENCE ACTIVITIES

**Do the Decimals.** Practice putting decimal numbers in order. Prepare eight-ten cards with in-use Dewey numbers on them. Use numbers throughout the whole system, adding decimal places as appropriate for your age or group. Shuffle the cards and hand them out. Have kids put themselves in order by number. Make a contest of this by forming teams, timing the process, and/or making several sets of cards and awarding points for accuracy in ordering.

**Science Tens.** Challenge kids to find an interesting book in a specific tens grouping of the 500s in your nonfiction collection. Kids could work individually, in pairs or teams, or as a class. They will introduce their science book picks in "Show and Tell" mode, sharing title, author, call number, and something interesting about the book.

### INTERNET ACTIVITY

**Dewey Browsing Online.** Help children orient themselves to the logic and structure of the DDC using [www.deweybrowse.org](http://www.deweybrowse.org). Make up worksheets with several specific tasks or individual task cards and set them at a computer station with the Dewey Browse site bookmarked. The site isn't comprehensive; rather, it offers a smattering of links to interesting sites addressing topics within in each Dewey hundreds category. Prepare your tasks to tap resources available through the site. You might offer a hint below each question or on the back of each card. For example, have kids look for a picture of King Arthur, with a "300s" hint; or a rhyme for the word "grammar", with a lead to the "400s."



### "DEWEY LIBRARY" BOOKS

- *Amelia Bedelia, Bookworm* by Herman Parish. HarperCollins, 2003. ISBN 0060518901. 1–3.
- *Book Fair Day* by Lynn Plourde. Puffin, 2008. ISBN 0142411396. K–3.
- *Here Lies the Librarian* by Richard Peck. Puffin, 2007. ISBN 0142409081. 5+.
- *The Legend of Spud Murphy* by Eoin Colfer. San Val, 2005. ISBN 1417698764. 2–4.
- *Library Lil* by Suzanne Williams. Puffin, 2001. ISBN 0140568379. K–3.
- *The Penultimate Peril (A Series of Unfortunate Events #12)* by Lemony Snicket. HarperCollins, 2005. ISBN 0064410153. 4–6.
- *The Storyteller's Candle/La Velita de los Cuentos* by Lucia Gonzalez. Children's Book Press, 2008 (Bilingual edition). ISBN 0892392223. 1–4.
- *What Marion Taught Willis* by Brook Berg. Upstart Books, 2005. ISBN 1932146334. 1–3.

## SETTING THE SCENE

**Bulletin Board.** Use red and white-striped or candy-patterned wrapping paper for the background and create a border of “Reading is a Treat” bookmarks, or cut out ice cream cones, gingerbread children, or candy canes. Add a “Reading is a Treat!” heading. Announce upcoming activities on large pastel cardstock “candy hearts.” Post a booklist of titles from your collection related to sweet treats, with appropriate book jackets and simple recipes kids can make.

**Jigsaw Puzzles.** Find a few jigsaw puzzles featuring ice cream, candy, or baked goods. Provide puzzles at different levels of difficulty. Set them up on puzzle tables with a few pieces assembled to entice kids to work on them when they visit the library or between classroom tasks.



## WRITING PROJECTS

**Poetic Tributes to Good Taste.** Scrumptious treats can send us into raptures that can only be conveyed in verse! Invite kids to create poetic tributes to their favorite treats. Introduce specific forms of poetry, like odes or concrete poems, or let kids structure their poems as they wish.

**Anagrams.** Anagrams are words made by selecting and rearranging letters found in source words. Post a long source word related to sweets, like chocolate, marzipan, jawbreaker, sugarcane, caramelize, etc. See how many words kids can make by choosing and rearranging letters

in the source word. They might work individually on their own paper, or add words to a group list.

## MATH/SCIENCE ACTIVITIES



### Sweet Scents.

Gather samples of sweet treats with distinctive smells, like chocolate, candy

orange slices, black licorice, peppermints, or different kinds of cookies. Put each in its own small paper bag, hidden from sight. Have children close their eyes and see how many they can identify by scent alone.

**Candy Calculations.** Distribute 25-30 small candies (jelly beans, M&M’s, etc.) to each child. Write simple arithmetic problems on a board or easel and have children set them up and solve them using their candies. Practice addition, subtraction, multiplication, division, or simple fractions. When you’re done, enjoy your treats!

## INTERNET ACTIVITY

**Candy Wordsearch.** Bookmark this site and have kids see how quickly they can find the candy names on the grid: [www.carriescandies.com/candywordsearch.html](http://www.carriescandies.com/candywordsearch.html).

## “READING IS A TREAT” RESOURCES

- *The Candy Shop War* by Brandon Mull. Shadow Mountain, 2007. ISBN 159038783X. 4–6.
- *Charlie and the Chocolate Factory* by Roald Dahl, adapted by Richard R. George. Penguin Group, 2007. ISBN 0142407909. 3–6.
- *The Chocolate Touch* by Patrick Skene Catling. HarperCollins, 2006. ISBN 0688161332. 2–4.
- *Chocolates and Candies to Make* by Rebecca Gilpin and Catherine Atkinson. Usborne Books, 2006. ISBN 0794508235. 1–4.
- *How Sweet It Is (and Was): The History of Candy* by Ruth Freeman Swain. Holiday House, 2003. ISBN 0823417123. 1–4.

- *Ice-Cream Cones for Sale* by Elaine Greenstein. Arthur A. Levine Books, 2003. ISBN 0439327288. K-3.
- *Minnie and Moo: The Case of the Missing Jelly Donut* by Denys Cazet. HarperCollins, 2006. ISBN 0060730099. 1-3.
- *Mrs. Biddlebox* by Linda Smith. Harcourt Children's Books, 2007. ISBN 0152063498. K-4.

## In Melvil's Head

See page 5 for instructions.

