

A House is a House for Me

Author: **Mary Ann Hoberman**
Illustrator: **Betty Fraser**
Penguin Young Readers Group

Materials

Bed sheet or large tablecloth to put over tables in the classroom or library, sea shells and crab shells, building blocks and materials, other books about houses where people and animals live.



Joel Says

Before the book is read, ask...

What do you think this book is about? What does your house look like?

Stop during the book and ask...

Are any of these houses like yours or ones you've seen?

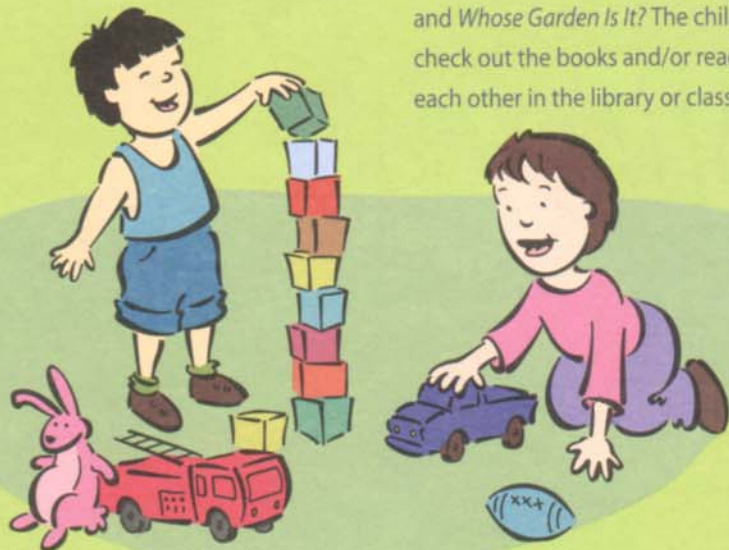
After reading the book, ask...

Which rhymes did you like the best? How can Earth be a house?

Activities

Drape a bed sheet or tablecloth over a large table or tables so the children can have a pretend party in a pretend house. Older children may want to build a house with building blocks or other materials. How many different kinds of houses can they build? Compare those to different types of houses they can find in other library books. Use the sea and crab shells to show how tiny creatures live in their houses. Can the children find other examples of "houses" in unexpected places?

Go to the children's section of the library and have them look for "HO" on the spine of the books to find more books written by this author, such as *You Read to Me, I'll Read to You* and *Whose Garden Is It?* The children can check out the books and/or read them to each other in the library or classroom.



Joel Says

Before the book is read, ask...

Why does a wolf always seem to be the bad character in a story? What has a wolf done in a story you have heard or read that makes it a bad wolf?

Stop during the book and ask...

What else do you think we might find this not-so-bad wolf doing?

After reading the book, ask...

Were you surprised by the ending of this story? How is the wolf in this story like someone in your family or another person you know?

Big Bad Wolf

Author: **Claire Masurel**
Illustrator: **Melissa Iwai**
Scholastic Inc

Materials

Book, paper, pencil, crayons, markers.

Activities

Younger children may enjoy drawing what makes the wolf "bad" and what made the wolf "good." Older children may be able to write a list of the things that made the wolf "bad" and "good."

Individually or working together as a group, older children in a classroom setting can create their own story about either a good wolf or a bad wolf. After the pages are rewritten or typed, each page can be given to a different student or group of students to illustrate. Bind the pages into a class book and add it to your classroom library or book nook.

Ask the students re-tell or rewrite a familiar "bad wolf" tale that portrays the wolf as good. Children might also act out how a bad wolf behaves, sounds or moves, and how a good wolf behaves, sounds or moves.