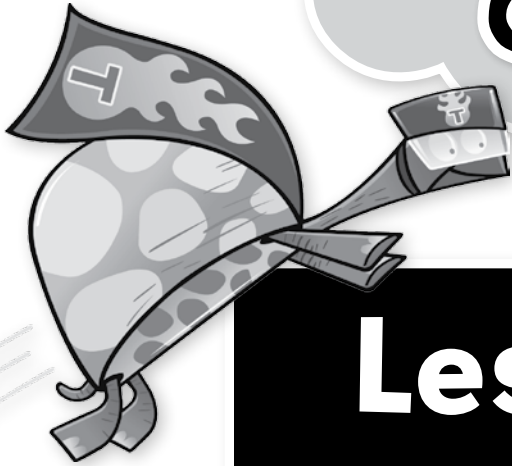
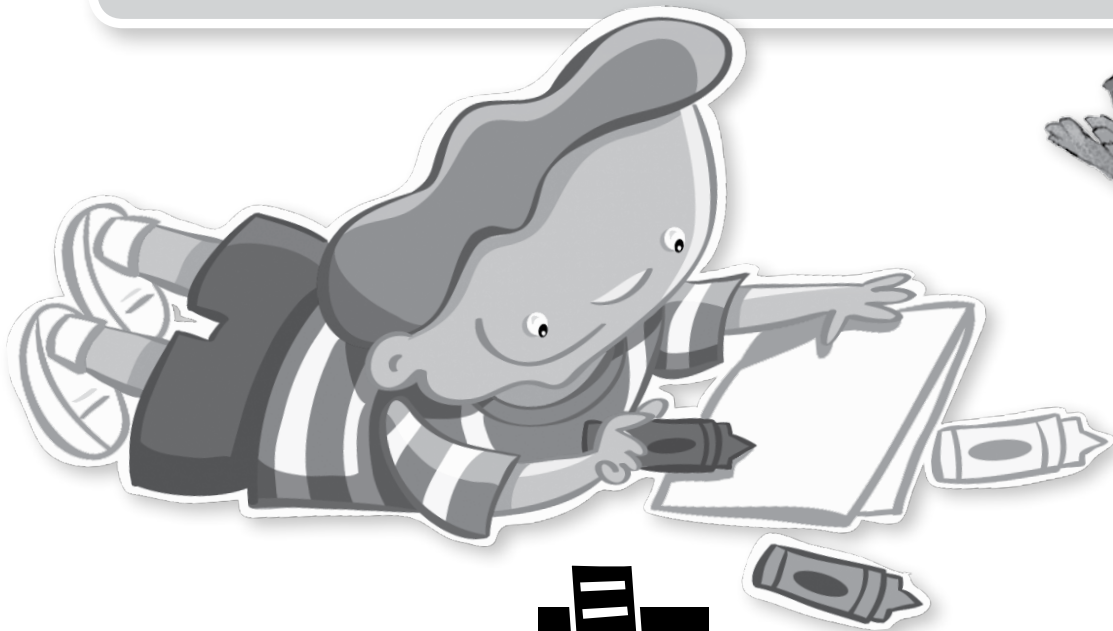


Funny Bone Readers

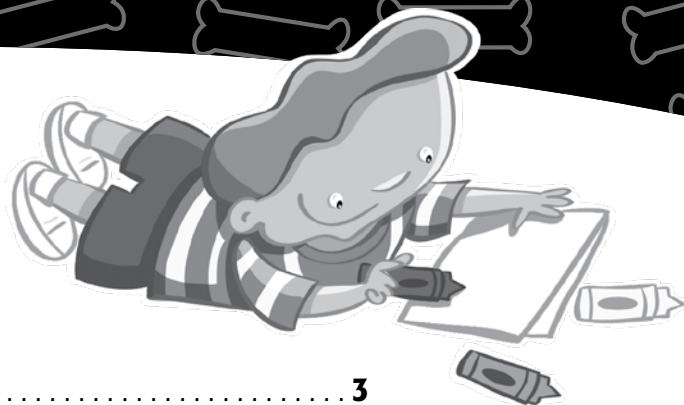
Developing Character

Lesson Plans and Activities for School and Home

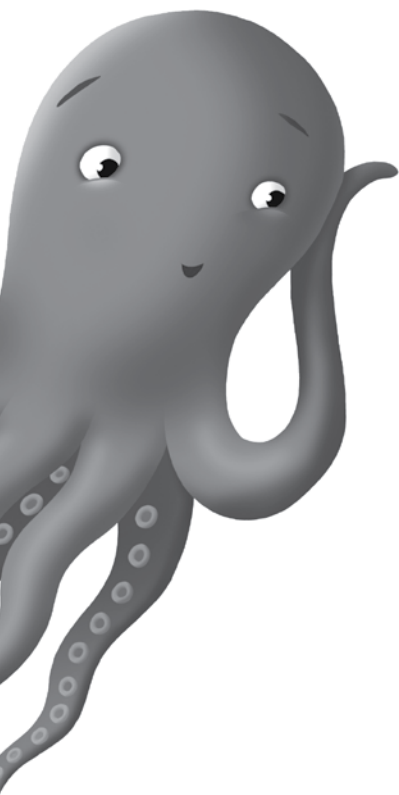
**Includes Pre/Post Test and
Take-Home Traits Certificates**



Contents



Pre/Post Test	3
Fairness	5
Fun In the Mud	6
The Best Birthday Gift	8
Trustworthiness	10
Lying Around	11
Let's Bee Friends	13
Respect	15
Squid and Pickles	16
The Magic Words	18
Responsibility	20
Space Cat	21
Miss Moo Goes to the Beach	23
Caring	25
Helping Hands	26
Turbo Turtle to the Rescue	28
Citizenship	30
Silly Tilly and the Royal Rules	31
The Clean Team	33
Take-Home Traits	35



Guided Reading (GR) levels are based on the work of Irene C. Fountas and Gay Su Pinnell.
 Developmental Reading Assessment (DRA) is based on the assessment developed by Joetta Beaver.
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 Leveling and Literacy Consultant: Linda Cornwell
 Traits based on the Six Pillars of Character from Character Counts! a registered trademark of Josephson Institute.

Name _____

Pre/Post Test

Read each sentence. Does it show good behavior? Write YES or NO.

- _____ 1. You have two apples in your lunch and you give one to a friend.
- _____ 2. A friend has one extra ticket to the movie. She keeps the ticket so she has an empty seat next to her.
- _____ 3. You are called to come to breakfast but you are watching television. You turn off the television and go to eat.
- _____ 4. Your soccer coach asks you to pass the ball to your teammate. But you are thinking about how to score.
- _____ 5. The man at the store gives you back an extra \$1.00 in change. You give the money back to him.
- _____ 6. You have math homework. But when your mother asks, you say you do not have homework so you can play longer.



_____ **7.** In a race at school, you finished last. The next day you pretend to have a sore foot so you do not have to run.

_____ **8.** You love ice cream and you eat 3 scoops – 2 more than your brother. That night you do not feel well.

_____ **9.** Your neighbor is an old man who has a dog. You offer to walk his dog for him when it rains.



_____ **10.** A new boy has come to your school. He goes the wrong way to the lunchroom. You tell him to follow you.

_____ **11.** You see your best friend at the library. It is fun to talk about your weekend plans but the librarian keeps hushing you.

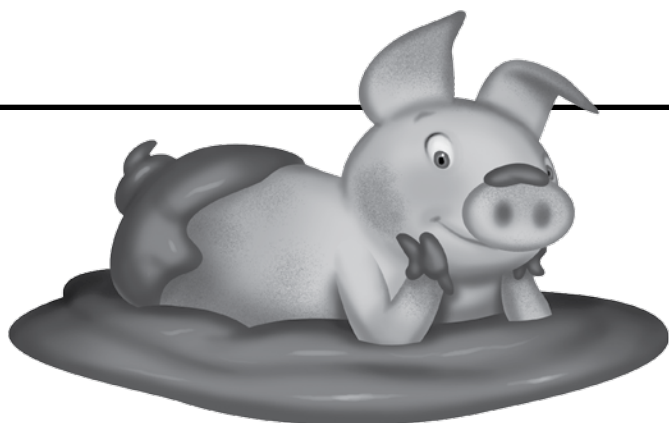
_____ **12.** You finish your juice but there is no trash bin. So you leave the juice box on the table.

FAIRNESS

When we talk about fairness it is usually meant to describe issues of equality and being impartial and consistent in how we deal with similar matters. While the concept may seem simple, it can be surprisingly difficult to apply in daily life. With FUNNY BONE READERS, young children will be reading and thinking about two key components of fairness and equality: learning to share and the importance of listening.

Fun In the Mud teaches readers that it can be more fun when we take turns and share activities. Discuss with children their own experiences of being left out of activities – and those times when they were included in activities. Discuss how it made them feel in both instances. Use the lesson and activity to encourage children to think about how they feel, and how those with whom they share feel, when they share what they have (toys, food, books) and what they do (playtime activities).

The Best Birthday Gift demonstrates the pitfalls of interrupting and not listening to others. Even though Nate is full of good intentions for his Nana's birthday, when he interrupts the adults who are trying to help, his plans go awry. With this lesson, help children understand that it is not fair to others when we ignore their advice or offers of help. It is not fair to others when we choose not to listen to them. Ask children to give examples of when not listening created problems for them or for someone they know. Make the connections for children to how not listening can lead to not having all the information to be fair and consistent in how we treat others or deal with situations.





Fun in the Mud

Written by Anna Prokos

Illustrated by Dave Clegg

GR: E **DRA:** 8 **Lexile:** 320L

Total words: 196 **Character Trait:** Fairness – Take turns and share

Introduce the Book

It's another beautiful day on the farm and Pig wants to play in the mud. But when his friends decide to join him, Pig isn't ready to share the fun.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone of the character as you read.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let the children interact with the story by reading what they can or making sounds such as Pig jumping into the squishy mud. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers should mimic some of what you modeled.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Ask children if they can find the two words that start with the same "skwh" sound [squ]. Have them repeat 'squeal' and 'squishy' using appropriate voice tone:

squEEEEEEI -- high pitch with a long e sound

squISHy -- lower voice with a loud emphasis on the middle of the word

Pages 6-9: Ask children if they can find another word used here for Pig? (*swine*) Ask: Why do you think the writer chose to use the word swine? (*Because it rhymes with 'mine.'*) Ask children to point to their 'snout' to be sure they understand the Big Word.

Pages 10-15: Have a child act out how Rooster came 'strutting' through the barn yard. Creating a visual image of the Big Word will help most young readers remember its meaning.

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Did Pig have more fun when all three friends jumped in the mud?
- Have you ever heard of someone 'hogging' food or 'hogging' their toys? What does that mean if someone is called a 'hog'?
- Think of a time when you didn't share with someone, or didn't want to share. How did it make you feel afterwards? Would it have been better to share?

Making Connections

Language Arts: Have children find all the words that are **contractions**, or two words joined together to form one word. (You may need to model a contraction for them.) Write (or have them write) all the contractions down so the whole class can see. Have children then say what two words make up the contraction.

p.4: *It's, I'm* p.6: *mud's* p.7: *I've* p.8: *mud's* p.9: *That's*
p.10: *Let's, It's* p.12: *mud's, You're* p.13: *We'll, Don't*

Phonics: Pick one or two pages and have each child come up with as many words as they can that have the same sound as the two rhyming end words (page 8: snout and out, for example). You may want children to work in pairs.

Science & Technology: For child-safe, age-appropriate information on pigs (and roosters and goats), visit http://www2.aspc.org/site/PageServer?pagename=kids_abcs_home



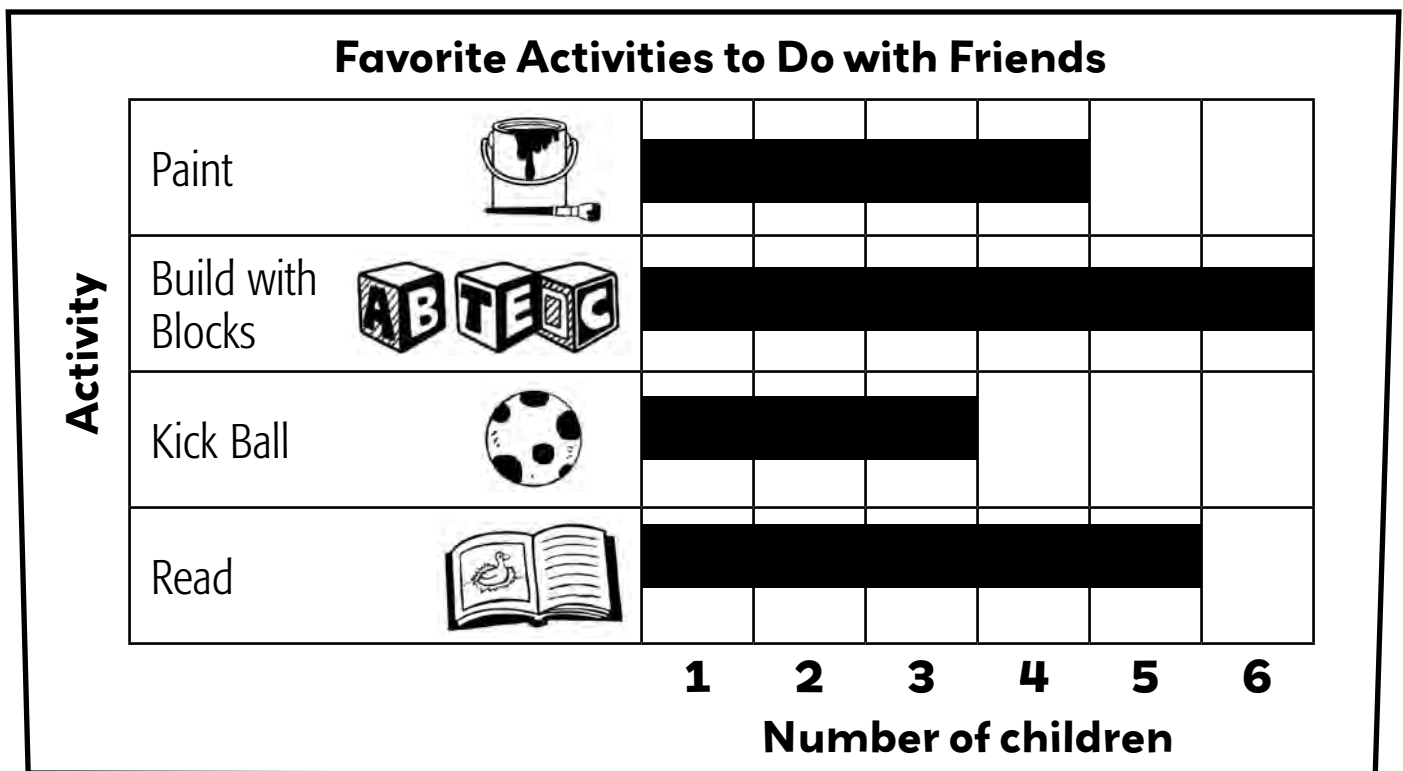
Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____



Fun With Friends

The graph shows activities children in one class like to share with their friends. Use the graph to answer the questions below.



1. How many children choose to paint? _____

2. How many children choose to read? _____

3. Which is the favorite activity? Circle it.    

What is a favorite activity you like to share with friends?



Bonus On the back of this page, draw a picture of the activity.



The Best Birthday Gift

Written by Barbara Bakowski

Illustrated by Jackie Stafford

GR: G **DRA:** 12 **Lexile:** 270L

Total words: 261 **Character Trait:** Fairness – Listen to others

Introduce the Book

Nate wants to take his Nana a birthday cake and bouquet. He picks flowers. His Mom helps him make a cake. But he doesn't listen and it all adds up to no gift for Nana. Then Nana helps Nate realize the best gift he can give someone is to truly listen. So let's listen to the story.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can or asking questions in context. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading.

Pages 2-7: Have children identify any difficult words and help them with the meaning. Be sure to explain the Big Word 'interrupts' because it is key to the story. Ask, "What does 'interrupt' mean? Do we allow interruptions in class when someone is speaking?" On page 5, ask children "Do you think Nate is going to have a problem because he didn't listen to Dad?"

Pages 8-11: Ask, "Do you think Nate is going to be able to make a cake for Nana? If not, why not?" (*Because he isn't listening.*) On page 9, ask "What has happened to the flowers Nate picked for Nana? Why are they looking so bad?" (*Because he didn't listen to Dad. He didn't put them in water.*)

Pages 12-15: Ask "Why is Nate looking sad?" (*Because he has no flowers or cake for Nana.*) "Do you think Nana is upset that she didn't get the flowers and cake from Nate? Why?" (*No. She smiled and was glad Nate came to visit her.*) What was the best gift Nate gave his Nana? (*To visit her and to listen to her stories.*)

Book and Trait Discussion

Ask children to share their reactions to the book. Ask these questions:

- Did Nate have a good plan to help Nana celebrate her birthday? What went wrong?
- Do you think it's okay to interrupt people when they're talking? Is it important to listen to your friends? How does it make you feel when someone does not listen to you or interrupts you when you're speaking?
- Why is it important to listen? What can happen when you don't listen to something an adult is trying to tell you?

Making Connections

Language Arts: Naming words are called **nouns**. Nouns name a person, a place, or a thing. In this story, Nate and Nana are proper nouns because they are the proper names of the boy and his grandmother. If you are using an interactive white board, have children circle the nouns in the story. If you are using a whiteboard or projector, write the following and ask children to name the noun in each group.

- | | | |
|----------|--------|-------|
| 1. happy | apple | many |
| 2. short | buy | horse |
| 3. swim | flower | far |
| 4. house | work | angry |

For an extension, ask children to give you three proper nouns for a person, place, and thing. (*examples: Matthew, Disneyland, iPod*)

Arts & Technology: For child-friendly gift cards and other fun gift ideas to make for any special occasion, go to http://kidscrafts.suite101.com/article.cfm/gifts_that_kids_can_make_for_free



Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Listen to Learn

Choose an adult you know to interview. Ask these questions about a special tradition. You may wish to write your own question. Listen carefully and write what you hear. A grown-up may help you.



1. Question: What is a tradition you learned from your family?

Answer: _____

2. Q: Who taught this to you?

A: _____

3. Q: When did you first learn it?

A: _____

4. Q: Why is this tradition important?

A: _____

5. Q: _____

A: _____

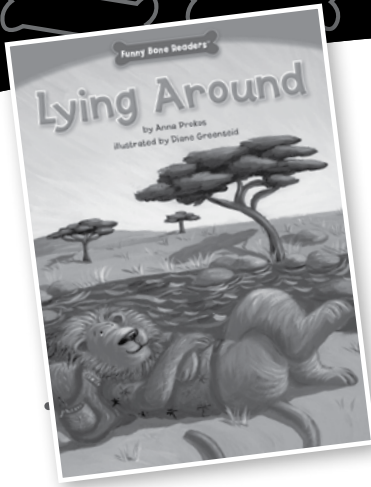
TRUSTWORTHINESS



When others trust us, they hold us in high esteem and believe we will do the right things. It is important to recognize that trustworthiness is something that we must constantly live up to. Small lies or self-serving behavior can quickly cause friends to lose their trust in us. Trustworthiness is defined by a variety of qualities such as honesty, integrity, reliability, friendship and loyalty. With FUNNY BONE READERS, children will read and explore two key components of trust: being honest and being a good friend.

Lying Around gives readers a chance to see what happens when someone is less than honest. Leon never intended to steal from his friends, but when he's asked about their missing items, he makes a decision not to tell the truth. Be sure children make the connection that Leon made the conscious decision to lie. When Leon's lies are uncovered, be sure children have a chance to discuss how Leon must feel – and how his friends must feel knowing Leon lied to them. It is also a good idea to point out that being wrong is not the same thing as lying; and that apologizing is one way to rebuild trust.

Let's Bee Friends is a sweet story about mutual friendship and how two friends gain from each other. Ask children to think about different relationships: teacher-student, parent-child, employer-employee, citizen-country. Have a discussion about the expectations each has for the other in the relationship. Point out that there are mutual expectations each has for the other as well as mutual benefits each gains from the other. If children are advanced in their understanding of relationships, be sure to talk about what actions might harm or destroy the relationship. Connect this to a discussion of the story by asking children to think about what actions Bear or Bee's family might have done that would have caused them not to be trustworthy friends. What would have happened if Bear had attacked the hive for honey or if Bee's family had stung Bear?



Lying Around

Written by Anna Prokos

Illustrated by Diane Greenesid

GR: G **DRA:** 12 **Lexile:** 300L

Total words: 267 **Character Trait:** Trustworthiness – Be honest

Introduce the Book

When Leon the lion is asked about his friends' missing items, Leon decides not to tell the truth. Then something happens and Leon's lies are out in the open for everyone to see.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can or asking questions in context. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Be sure to explain the Big Word 'prowling' and ask children if they think this is a good word to describe how a lion moves. On page 5, ask children "Do you think Leon is telling the truth? How do you know?" (*We can see Mac's tissues in the backpack.*)

Pages 6-9: Ask, "Why do you think the writer used the word 'crawling' to describe how Kyle is moving?" (*Because crocodiles are low to the ground.*) On page 9, ask "Who has Leon lied to so far?" (*Mac, Kyle and Rita*)

Pages 10-15: Ask "How did Leon get caught lying?" (*The missing items fell out of the backpack when Leon fell into the river.*) "Do you think Leon is embarrassed? Why?" (*He turned bright red. He said he was sorry.*)

Book and Trait Discussion

Ask children to share their reactions to the book. Ask:

- At the beginning of the story, Leon found the tissues, toothbrush and sneaker in the grass. Was it okay that he put them in his backpack?
- What should Leon have done differently when Mac, Rita and Kyle asked about their missing items?
- Do you think it's important that friends tell each other the truth? Do you think it's just as important to tell the truth to someone you don't know very well?
- Why is it important to tell the truth? Can you think of a time when you did not tell the truth and you got caught lying? What happened then and how did it make you feel?

Making Connections

Language Arts: In the story, the writer uses descriptive words for the movement of each character. Leon is prowling. Mac is flying. Kyle is crawling. Rita is stalking. Explain to children how adding the ending '-ing' to a verb describes the action. Have children work in pairs to come up with their own list of action words, or verbs, to describe how someone or something moves around. (*walk, run, slide, glide, creep, etc*) If the children are familiar with adding '-ing' to verbs, have them write the gerund form of their list as an extra challenge.

Explain that two or more words that have the same pronunciation but have different meanings are called **homonyms** or homophones. Give the example of *to*, *two*, and *too*. Ask children to identify the homonym that the story uses. (*lying: Leon rests on the ground. Leon does not tell the truth.*) Have children come up with other words that sound alike but have different meanings. They may or may not be spelled alike.



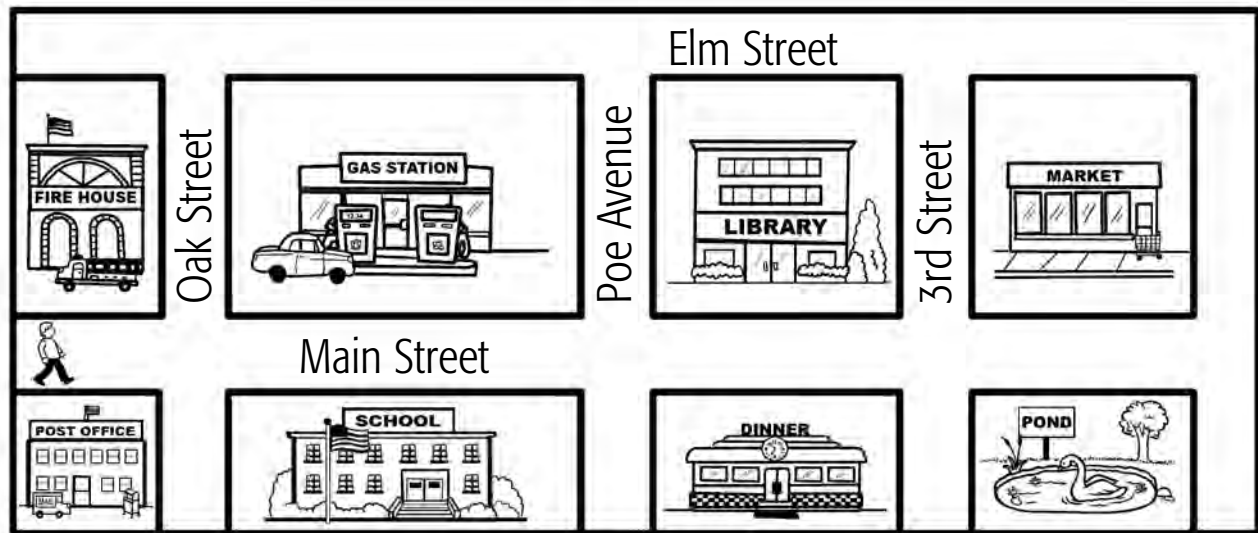
Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Follow My Lead

David wants to get to the library. But he does not know the way to go. Look at the map. Then decide if the directions given are true or false.



1. The Post Office is at the corner of Oak Street and Main Street.

☐ True ☐ False

2. If you turn onto Elm Street, you walk past the pond.

☐ True ☐ False

3. The market is across the street from the fire house.

☐ True ☐ False

4. The Library is between Poe Avenue and 3rd Street.

☐ True ☐ False



Bonus

Draw a line to show David how to get to the library.



Let's Bee Friends

Written by Anna Prokos

Illustrated by Mattia Cerato

GR: F **DRA:** 10 **Lexile:** 260L

Total words: 234 **Character Trait:** Trustworthiness – Be a good friend

Introduce the Book

When Bear discovers a Bee on his back, he's not at all sure he wants to become Bee's friend. But Bear learns that being a good friend comes with sweet rewards.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Ask children if they have ever had a bee buzz near them? How did they react? Why do they think Bear is rolling on the ground? Does Bear want Bee as a friend?

Pages 6-9: What does Bee promise Bear if he helps? (*He'll get honey.*) Do you think Bear is going to help Bee find his way back to the hive?

Pages 10-13: Why do children think Bee's family is not happy to see Bear? (*They may think Bear is after their honey.*)

Pages 14-15: How do children know that Bear did the right thing by helping Bee find the way home? (*Bee's mom gave Bear honey because she was grateful for bringing Bee home to the hive.*)

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- At the beginning of the story, Bear did not want Bee as a friend. Why did Bear change his mind?
- When Bee's mom saw Bear, she wasn't happy. What did Bee say to make her mom feel better?
- Do you think it's important that friends help each other like Bear and Bee helped each other? Can friendship last if only one person helps out?

Making Connections

Phonics: Have fun with the story in a read-aloud by changing the sound of some of the words Bee speaks using an ending 'zzz' sound. For example, on page 4, you might read Bee's words as: "Pleezzzz don't uzzzz your clawzzzz," says Bee. "It hurtzzz." Throughout Bee's dialog, change the 's' sounds to buzzing 'zzz' sounds.

Have children come up with as many words as they can using the letter Zz at the beginning, middle or end of the word. Remind them to use the letter, not just the sound of 'zzz'.

Science & Technology: To learn more about Honeybees and to hear how bees really sound, go to <http://animals.nationalgeographic.com/animals/bugs/honeybee.html>



Interactive eBook

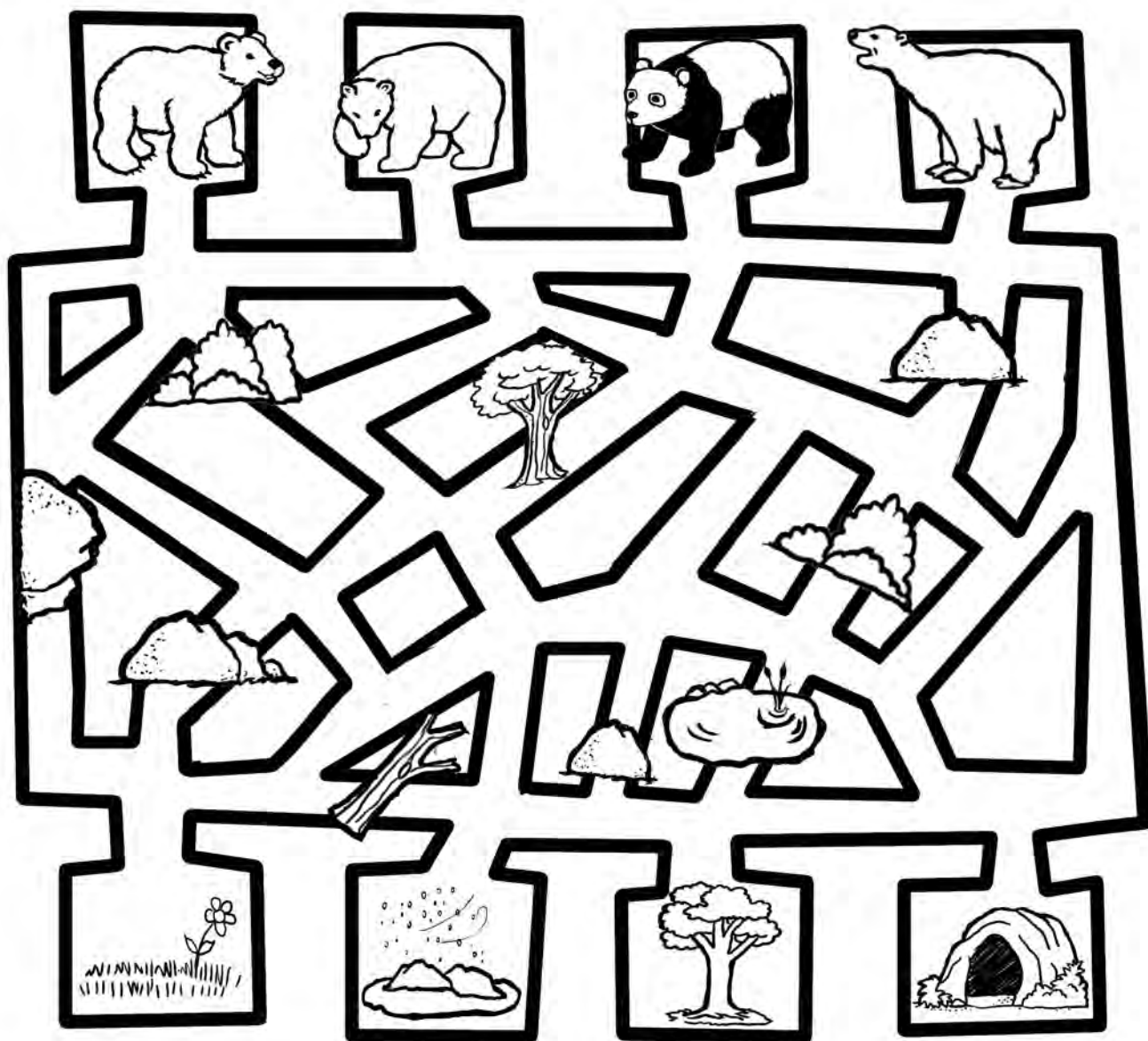
Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Home Sweet Home

Bear helped Bee get home. Now you can help these bears get home. Read each sentence. Draw lines from each bear to its home.

1. A sun bear sleeps in a tree.
2. A brown bear sleeps in the grass.
3. A panda sleeps in a rock cave.
4. A polar bear sleeps in the snow.



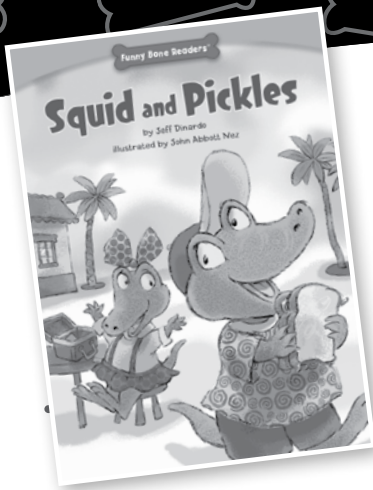
RESPECT

Respect is a big idea covering characteristics such as civility, decency, dignity, tolerance, and acceptance. A respectful person treats others with consideration and in a manner that they would want others to treat them. And while punishment is used in moderation, when someone is disrespectful punishment is appropriate to change the negative behavior. With FUNNY BONE READERS, children will read and discuss two key concepts of being decent and civil: using good manners and saying please and thank you.

Squid and Pickles gives children a chance to read and discuss how someone who uses bad manners appears to others. Bad behavior and boorish manners demonstrated in the story by Roy may be funny to read, but his friends don't find anything funny about it. Have a discussion with children about what kinds of actions show bad manners in various settings such as the lunchroom, on the playground, at home, or in the classroom. Be sure children discuss what punishment is appropriate and why it is needed to help change behavior. In the story, have children talk about how Helen and Ethan punished Roy and whether or not he changed his behavior to show good manners.

The Magic Words teaches readers that a few simple phrases can demonstrate that a person is treating others in a civil and decent manner. While children are often taught to use 'please' and 'thank you' from the moment they learn to speak in sentences, it may or may not be an ingrained habit with all children. The story and class discussion help children make a connection between actions they want to happen and the use of civil language. And be sure to model the use of the 'magic words' when talking to the children in your life so that children learn by example!





Squid and Pickles

Written by Jeff Dinardo

Illustrated by John Abbott Nez

GR: F **DRA:** 10 **Lexile:** 340L

Total words: 202 **Character Trait:** Respect – Use good manners

Introduce the Book

Roy uses bad manners with his friends Helen and Ethan. So his friends team up to teach Roy a lesson. Let's find out how.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can or repeating the chant at the end of the story. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Ask children to describe their favorite sandwich or lunch food. Ask children, "What did Roy do that showed bad manners?"

Pages 6-7: Ask children if Roy showed bad manners. What do the children think Helen and Ethan have planned for Roy?

Pages 8-11: You may need to help children with the Big Word 'squid'. Ask, "Do you think Roy was surprised when he bit into Helen's sandwich?"

Pages 12-15: Ask children if they think Roy learned his lesson. Ask, "What did Roy do to show that he had learned to use good manners?" (*He asked politely to play. He waited his turn. He kicked a homerun showing he was a good sport too.*)

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Did Roy have more fun when he started using good manners?
- Roy sat and thought for a long time after he ate the disgusting sandwich. What do you think he was thinking about?
- Think of a time when someone you know used bad manners. How did it make that person look to others? Is it better to use good manners all the time?

Making Connections

Language Arts: Explain that a **sentence** tells a complete thought.

One type of sentence is an exclamation. An **exclamation** is a sentence that shows strong feeling. It ends with an exclamation point. Have children look through the story and find the exclamation sentences. Ask, "How do we know that these are sentences that show strong feelings by the character making the statements?" (*Because it says Helen yelled, Ethan shouted, or they cheered the loudest.*)

Phonics: Have children write a new ending to the chant found on page 15. Feel free to change the end of the first line too. (*Squids and Pickles are really really gross. Better watch your manners or we'll put them on your toes!*) Be sure that they make a rhyming pattern that makes sense. You may want children to work in pairs.

Science & Technology: Gators may not really eat squids or pickles! For child-safe, age-appropriate information on gators and what they do eat, visit <http://www.factmonster.com/ce6/sci/A0803410.html>



Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Minding My Manners

Keep this chart for one week. Place an **X** or a sticker in the good behavior box each time you remember to show good manners.

Smile	Say Please	Help Someone	Set Table	Say Thank You	Be Positive



Bonus

Did you fill the chart? If not, ask for a blank sheet and try again.
See how quickly you can do each act of good manners in one week



The Magic Words

Written by Anna Prokos

Illustrated by Hector Borlasca

GR: E **DRA:** 8 **Lexile:** 320L

Total words: 193 **Character Trait:** Respect – Say please and thank you

Introduce the Book

When Scruff has had it with the fleas, he tries and tries to get them to leave. But two cats come along with the right words that get the fleas' attention. Let's find out what these words are that cause the fleas to flee.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can or asking questions in context. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

Pages 2-7: Have children identify any difficult words and help them with the meaning. Ask children if they've ever seen a pet with fleas? Can they imagine how Scruff is scratching and biting at the fleas? On pages 6-7, ask "Can we guess what the magic words are?"

Pages 8-11: Ask, "What happened when Scruff used please and thank you?" (*The fleas leaped off Scruff.*)

Pages 12-15: Ask "Was Scruff happy that the fleas left?"

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- What was it that Scruff wanted to happen?
- Why do you think the fleas were not moving? What should Scruff have done differently?
- Do you think it's important to use the words please and thank you when talking to others? Why? Think of an example when someone asked you to do something but did not say please or thank you. How did it make you feel?

Making Connections

Language Arts: This story is full of phrases that have double-meanings. These types of phrases are a form of figurative language called **idioms**. Children may not be aware of the term idiom, but many children know figurative phrases. Review some of the phrases from this story: *Look at what the cat dragged in. Hot dog. I'm all ears. Teach an old dog new tricks.* Talk to children about why the writer used these phrases. Do they recognize the double meanings?

Ask children to come up with more phrases like these that they're familiar with. Some common ones might include: *Teacher's pet. Rule of thumb. Rain check. As old as the hills. Turn over a new leaf. Read between the lines. In one ear and out the other.* Have children pick one of their favorite idioms and draw a picture using the literal, or actual, meaning of the phrase. (*'I'm all ears' might be a picture of one big ear with arms and legs.*) Hang the drawings around the room and have others guess what the phrase is.



Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Twice As Nice

Read the story below. It is a much nicer story when the magic words are used. Choose the right phrase from the Word Bank and write it in.

WORD BANK

Thank you I'm sorry Excuse me You're welcome



Maria wanted to visit her friend Kim. But Kim was not feeling well. So Maria phoned her friend. "_____ you are not feeling well Kim," said Maria. "I wanted to visit but I will come another time."

"Achoooo!" sneezed Kim. "_____ for sneezing in your ear." Kim was glad Maria wanted to visit. But she did not want Maria to get sick too. "_____ for wanting to visit me," said Kim. "I will see you at school on Monday."

"_____, replied Maria. "And I hope you feel better by then."



Bonus

Write a new word to complete this sentence.

Would you _____ take this gift to Kim?

RESPONSIBILITY

Life is full of choices and being responsible means being in charge of the choices we make. It is being accountable for what we do and who we are. Responsible people show perseverance and self-restraint and lead by example. Responsibility also means recognizing that our actions matter and we are on the hook for the consequences, or results, of our actions. With FUNNY BONE READERS, children will explore two key responsibility traits: never giving up and thinking before acting.

Space Cat is a story about perseverance. When confronted with negative comments and initial failure, Cat never gives up and finally achieves her goal. Have children talk about times in their lives when they wanted to try something new and were told they couldn't do it. Have children think about one big goal they have now or one thing they would like to accomplish. You may need to model this for children. What types of activities must be done in order to achieve this goal? Have children also talk about whether it is important what others think when they have a goal in mind.

Miss Moo Goes to the Beach is an example of how acting before thinking can have dire consequences. After taking all the wrong things to the beach, Miss Moo has shown that she is not being responsible. To make matters worse, when she jumps in the water she puts herself at risk as well as her friend Henry who must jump in to save her. Have children talk about what it means to think first before taking an action. Make connections to being in charge of one's choices by thinking, preparing, being careful, and being informed.





Space Cat

Written by Jeff Dinardo

Illustrated by Ken Bowser

GR: D **DRA:** 6 **Lexile:** 170L

Total words: 137 **Character Trait:** Responsibility – Never give up

Introduce the Book

Cat has always wanted to go into space. Dog doesn't think Cat can do it. Let's read to find out if Cat is able to fulfill her dream and teach Dog a lesson too!

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can or asking questions in context. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Ask, "Is Cat confident she can go into space? Is Dog being supportive?"

Pages 6-9: Ask, "Do you think Cat is still confident she can get to space?" Do children think Dog is being a good friend?

Pages 10-15: Ask "Did Cat make it into space? How do you think she felt? Was Dog surprised?"

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- What did Cat do when her first rocket fell to the ground? Did she give up or try building a better rocket?
- Do you think it's important to keep trying even if you fail at something the first time?
- Think of a time that you tried to do something you really wanted to do but failed. Maybe it was riding a bike or playing a musical instrument. Did you give up or did you try again and again? If you were finally successful at it, how did you feel?

Making Connections

Language Arts: A **report** is a type of writing that gives facts about something. Ask children to think about something they would like to learn to do or a place they would like to visit such as Cat wanting to go into space. Then have children write a report about the topic. Explain that when you write a report, you follow these steps:

1. Choose a topic or subject you like and want to know about.
2. Ask your teacher or librarian to help you find books and web sites about your subject.
3. Give your report a title.
4. Write the most important things you learn.
5. Be sure everything is true and not made up.
6. Use both words and pictures to tell what you learned.

Science & Technology: To learn more about space (*and the cats and dogs who've gone there*), go to <http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html>



Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

One Day...

Cat had a dream to go into space. Use this page to plan a story about a goal of yours. Follow the steps. Write how you will work to make your dream happen.



My Dream

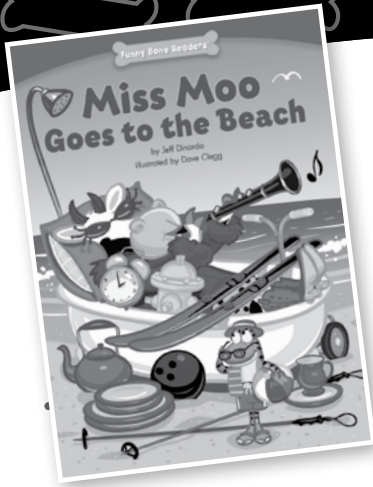
What is something you would like to do someday?

My Goals

- | | | |
|--|--|--|
| 1. Today: What can I do now to get started? | 2. Soon: What can I do this year to get closer? | 3. Later: What can I do in the future to reach my goal? |
|--|--|--|

I Reach My Dream

This is how I will feel or look when I am able to make my dream happen.



Miss Moo Goes to the Beach

Written by Jeff Dinardo

Illustrated by Dave Clegg

GR: E **DRA:** 8 **Lexile:** 320L

Total words: 178 **Character Trait:** Responsibility – Think before you act

Introduce the Book

Have you ever gone some place and had all the wrong things with you? Well Miss Moo decides to go to the beach but brings all the wrong things. Let's find out what sorts of problems it creates.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can or asking questions in context. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Look at the pictures on pages 2-3. Ask, "Do you see anything that does not belong at the beach?" On pages 4-5, ask, "Who do you think is better prepared for the beach: Henry or Miss Moo? Why?"

Pages 6-7: On pages 6-7 ask, "Why was Henry trying to stop Miss Moo from going in the water?"

Pages 8-13: Ask "What did Miss Moo do wrong?" (*She tried to give tea to the shark. She threw a bowling ball instead of a beach ball. She bought too much ice cream.*)

Pages 14-15: Ask, "Why do you think Henry wants to stay home?" (*Because there's no telling what will happen with Miss Moo if they do another activity.*)

Book and Trait Discussion

Ask children to share their reactions to the book. Ask:

- Do you think it was right for Miss Moo to bring along all the wrong things to the beach? Was she being responsible or irresponsible?
- Could her friend Henry have gotten hurt because of her actions?
- Why is it important to think before you act?
- Can you think of a time when you or someone you know acted without thinking first? What happened and how did it make you feel?

Making Connections

Language Arts: The name of a book is a title. The title of this book is 'Miss Moo Goes to the Beach.' But the special word that goes before a person's name is also called a title. A title begins with a capital letter. It usually ends with a period. The title Miss does not end in a period.

Title	When to Use
Dr.	for a doctor
Mr.	for any male
Mrs.	for a married female
Ms.	for any female
Miss	for a young female

Have children make a list of people they know using the appropriate titles or write sentences using the title and name. Be sure they use capital letters and periods correctly. (*Our principal is Ms. Johnson. I saw Dr. Melcher in his office.*)

Extension: In the story, the main character is a cow, which is why the writer chose to call her Miss Moo. Have children use the different titles above to come up with similar names for a dog, cat, pig, chicken, and snake. (*Examples: Dr. Ruff, Mr. Meow, Mrs. Oink, Ms. Cluck, Miss Hiss*) Have children think of as many as they can for different animals.



Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Cool For School

Look at the pictures. Think about what you need at school. Circle only the right things to bring to school.



Bonus

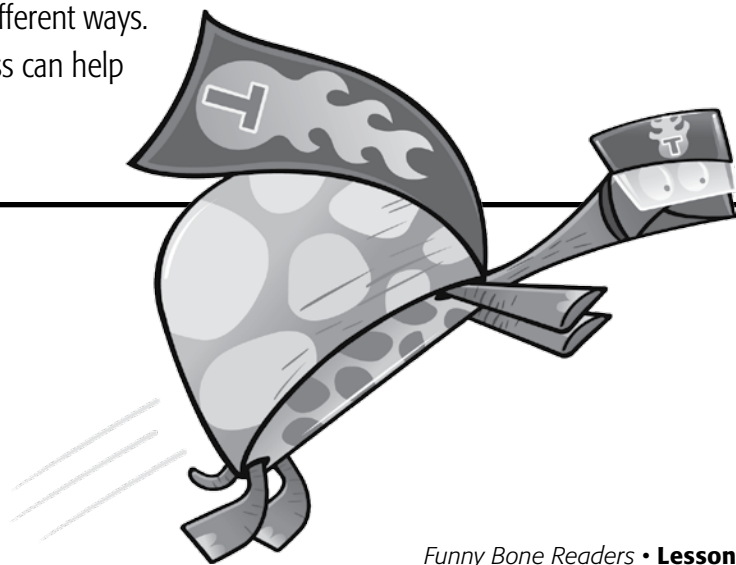
How many items were right for school? _____

CARING

If we lived alone and never interacted with anyone else, there would be no need for caring. But obviously no one lives in total isolation and being concerned with the welfare of others is at the heart of developing character. A person who cares feels an emotional response to both the pain and the pleasure of others whether they are friends, family, or strangers. With FUNNY BONE READERS, children will be reading and discussing two key caring responses: being kind and helping people in need.

Helping Hands demonstrates the natural and honest expression of caring when Ocho lends his helping hands to three citizens of the sea. And when Ocho isn't expecting it, his kindness is repaid. Children should have discussions about a time they helped someone else or a time when someone showed kindness to them. Talk about whether they have been kind to someone they did not know beforehand. Have them give examples and talk about how it made them feel to help others. Be sure to make connections between independently showing kindness and repaying kindness that was shown to them.

Turbo Turtle to the Rescue can help you have a meaningful discussion about who can be a superhero. Does it take super-human powers to be a superhero? Or can anyone be a superhero just by helping those in need? Building self-esteem with young children is an important element of growth. And all children have an opportunity to envision themselves as a superhero when they realize they have the power to help others in many different ways. Talk about ways your children or your class can help in your community.





Helping Hands

Written by Anna Prokos

Illustrated by Nathan Jarvis

GR: G **DRA:** 12 **Lexile:** 450L

Total words: 272 **Character Trait:** Caring – Be kind

Introduce the Book

Giving a helping hand to others comes easily to Ocho the Octopus. It should; he has eight hands to offer. Ocho learns that kindness gets returned by those he helps.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. And make sure you emphasize words and change your voice to reflect the tone of the character as you read.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let the children interact with the story by reading what they can. Or ask individual children to take the roles of those Ocho helps and repeat “*Thanks for helping, Ocho. You are very kind.*” For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they’re reading.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Ask children how Ocho helped the lost fish find her way to school. (*He stopped the traffic and pointed to the way.*) Ask, “How do we know the little fish was grateful for Ocho’s help?” (*She said “Thanks for helping.”*)

Pages 6-11: Ask children if Ocho was being kind. “How did he show kindness again?” (*He helped the star fish and the crab get free.*)

Pages 12-15: Ask, “Were the others kind to Ocho? How?” (*Yes, they dug him a bed.*)

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Do you think Ocho knew all of these creatures he helped under the sea? Or was he just being kind to others?
- Why do you think this story is titled “Helping Hands”?
- Think of a time when someone was kind to you. What did they do to show kindness? How did it make you feel?

Making Connections

Language Arts: Remind children that every sentence has a naming part and an action part. The **action part** of a sentence tells what happened and includes an action word or verb.

Model: Beth planted seeds. Flowers grew.

Have children look for action words in the story’s sentences to show how Ocho, the lost fish, the star fish, and the crab moved.

p.4: Ocho points p. 5: The fish races; Ocho swims along p.7: Ocho helps p.8: The sea star glides; Ocho swims along p.10: red crab crawls out p.11: crab scoots; Ocho swims along p.13: Ocho’s friends dig p.14: Ocho snuggles p.15: Ocho snores; his friends swim along.

Culture & Language: Ask children why the main character is named Ocho? Explain that *ocho* is the Spanish word for the number eight. Introduce children to the Spanish names for the numbers 1-10 (below).

1: uno 2: dos 3: tres 4: cuatro 5: cinco 6: seis 7: siete 8: ocho 9: nueve 10: diez



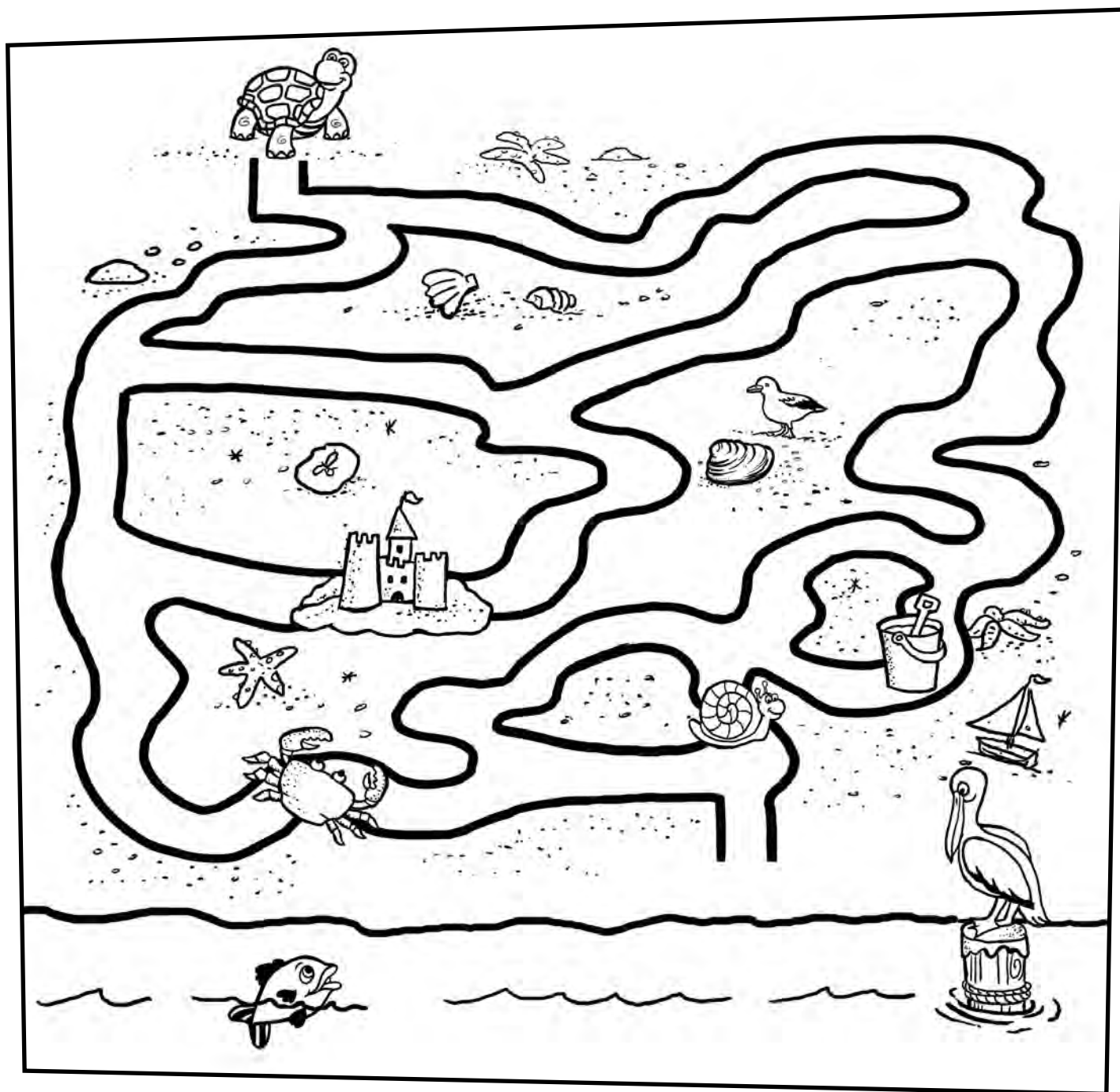
Interactive eBook

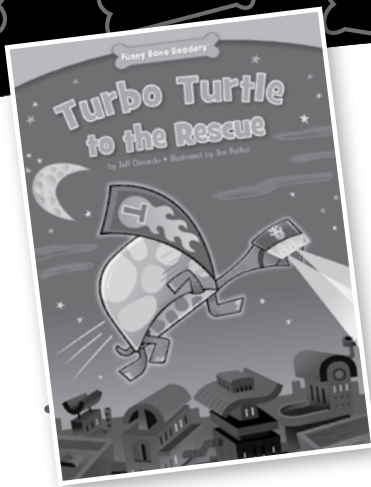
Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters’ phrases.

Name _____

Helping Tiny Turtle

Ocho helped a lot of friends in the sea. This tiny turtle is trying to find its way back home to the sea. Draw a line to help the turtle get home.





Turbo Turtle to the Rescue

Written by Jeff Dinardo

Illustrated by Jim Paillot

GR: F **DRA:** 10 **Lexile:** 420L

Total words: 240 **Character Trait:** Caring – Help people in need

Introduce the Book

When the Bunny Troop is bullied by Duck Girl, the call goes out for help. It's Turbo Turtle to the rescue.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by shouting out RING RING, ZAP, and SPLAT where written. Getting children involved helps them follow along. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Ask, "Who do you think Chief is?" (*Turtle's boss. Chief of police. Top good guy.*)

Pages 6-11: Ask, "What is Duck Girl doing to cause trouble?" Ask children why the writer chose to use words and phrases like 'swooped in' and 'leaped'.

Pages 12-15: Ask, "How did the Bunny Troop show their appreciation to Turbo Turtle?" (*They thanked him. They gave him ice cream.*)

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- Who was the bully and who was the hero in this story?
- Think of a time when someone you know was being treated badly. How did it make them feel? How did you feel? Could you have been a super-hero and helped them like Turbo Turtle helped the bunnies?

Making Connections

Language Arts: Explain that there are four kinds of sentences.

A **sentence** tells a complete thought. Every sentence begins with a capital letter. Ask children to find at least one of each type of sentence in the story.

- A telling sentence tells something. It ends with a period. (*It was late at night.*)
- A question asks something. It ends with a question mark. (*What's wrong?*)
- An exclamation shows strong feeling. It ends with an exclamation point. (*I'm on my way!*)
- A command tells someone to do something. It may end with a period or exclamation point. (*Give me all your ice cream!*) Explain that this is a command because it is directed to someone (*Duck Girl to the Bunny Troop*).

Phonics: Have children make a list of attributes for Turbo Turtle that all begin with the letter 'T'. (*ie: terrific, talented, tough*) Come up with as many as you can, then change characters and make a list of attributes for Duck Girl that begin with the letter 'D'. (*ie: dangerous, daffy, double-crosser*)



Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

A Hero's Story

Write a story about a person who is your hero. These questions will get you started. Put an **X** in the boxes. Then complete the others.

1. Where is your hero from?

- ☐ A book
- ☐ My community
- ☐ My family
- ☐ Sports
- ☐ World events

2. Is your hero a real person or someone who is make-believe?

- ☐ Real
- ☐ Make-believe

3. What words describe your hero?

- | | |
|--------------------------------|----------------------------------|
| <input type="checkbox"/> Brave | <input type="checkbox"/> Funny |
| <input type="checkbox"/> Kind | <input type="checkbox"/> Strong |
| <input type="checkbox"/> Smart | <input type="checkbox"/> Helpful |

Other _____

4. What is something special your hero has done?

5. Why do you look up to your hero?

6. What is your hero's name?

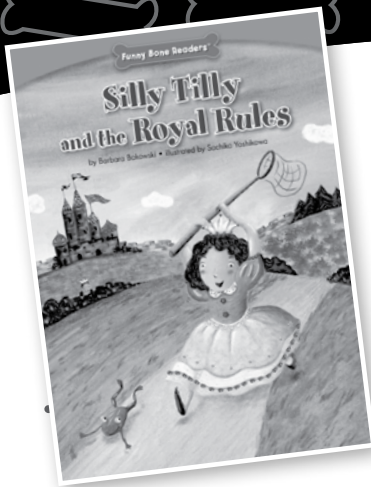
CITIZENSHIP

A good citizen knows the laws and obeys them. Good citizens also stay informed and participate in the community. Being a responsible citizen means giving more than one takes by working hard to ensure a better society for future generations. In FUNNY BONE READERS, children will read and discuss stories about citizenship: obeying rules and protecting the environment.

Silly Tilly and the Royal Rules teaches readers that rules have a purpose. When Princess Tilly breaks all the castle rules, she has to deal with the consequences. Discuss with children their own experiences with rules. When rules were broken, what were the results and were there consequences? Was it easier to follow the rules? Give some examples of rules in your own classroom or at home. Discuss the reasons why rules are made and what might happen if the rules are not followed. Make the connection between obeying rules at home or in school with rules children might know about in our nation's laws.

The Clean Team gives readers a chance to discuss whether being neat or sloppy in the environment is a better way to leave Earth for future children. Discuss what might happen in your classroom or at home if everyone behaved like Sloppy Joe by just throwing garbage on the ground. Make the connection between being a responsible citizen and protecting the environment for others.





Silly Tilly and the Royal Rules

Written by Barbara Bakowski

Illustrated by Sachiko Yoshikawa

GR: F **DRA:** 10 **Lexile:** 470L

Total words: 222 **Character Trait:** Citizenship – Obey rules

Introduce the Book

Princess Tilly thinks the castle rules are silly. But when she breaks one, chaos breaks out. Tilly's wise brother, Prince Willy comes to the rescue, and the princess learns why rules are important.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along or you let the audio track play, let children interact with the story by reading what they can or asking questions in context. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Can children think of other places where there are lots of rules? (*home, school*)

Pages 6-9: Ask, "What rule did Tilly break when she opened the gate? How do you know?" (*She let the frogs out. There is a sign with the rule on it.*) On page 9, ask "Does it look like Tilly will be in trouble?" (*Yes, the queen is not happy.*)

Pages 10-15: Ask "How did Willy help his sister get out of trouble?" (*He helped her catch the frogs.*) "Do you think Princess Tilly learned a lesson about rules?"

Book and Trait Discussion

Ask children to share their reactions to the book. Ask some of these questions:

- At the beginning of the story, Princess Tilly says it's hard to have fun when rules are silly. Can you think of rules that you think are silly? Discuss why you think they're silly.
- Do we have rules in our classroom or at home? What are some of these rules and why do you think they should be obeyed? What would happen if no one followed the rules?
- Can you think of a time when you or someone you know did not obey a rule and problems happened?

Making Connections

Language Arts: A **poem** is a special kind of writing. A poem has rhythm almost like music. Poems often use rhyming words. This story is written with rhyming words. Tilly/silly, throne/groan, queen/green. Poems, rhyming words and rhythm also help make pictures in the reader's mind: tiny pond gate / On the queen's crown sits a frog, wet and green. / To the castle they dash. Ask children if the words used help make a picture in their mind. Substitute other words and discuss the different meanings and images the words create. (creaky pond gate / ... to the castle they creep.)

Write the following words in a list so children can see them: frog, pig, pet, sun, cat, snail. Have children write words that rhyme with each; then write funny rhymes. (*Example: cat/hat. A big fat cat/went to town in a hat.*) To extend the activity, ask students to illustrate or draw a picture representing each new rhyme.

Web Safety: It's always a good idea to obey rules when children are on the internet. To find kid-friendly web safety rules, go to <http://www.kidscomjr.com/games/safety/safety.html>



Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Fire Safety Rules

Following rules is important if there is a fire. Read the sentence next to each picture. What should you do? Draw a line to each correct answer.



1. You smell smoke.

Stop, drop, and roll.



2. Your door feels hot.

Call 911. Wait for firefighters.



3. You and your family are at your meeting place.

Keep door closed. Try another way out.



4. Your clothes catch fire.

Stay low and go.



The Clean Team

Written by Anna Prokos
Illustrated by Debbie Palen

GR: F **DRA:** 10 **Lexile:** 390L

Total words: 234 **Character Trait:** Citizenship – Protect the environment

Introduce the Book

Someone is leaving their trash all over town. Neat Nick tries to keep up with the garbage-tossing trouble maker but it's dirty work. Let's find out if Sloppy Joe joins Nick on the Clean Team or continues his sloppy ways.

Read Aloud

Reading aloud models fluency for children and helps them build listening comprehension skills. Read the book aloud to the whole class, a small group, or with individual children. Model fluency by emphasizing words and changing your voice to reflect the tone of the character as you read. You may want to discuss the Big Words and their meanings before you do shared reading.

Shared or Guided Reading

If you choose shared reading with the whole class, you may wish to project the book onto an interactive white board or use the Interactive eBook. As you read along, let children interact with the story by reading what they can or asking questions in context. For guided and independent reading, each child should have his/her own copy of the book. Help children who have trouble with the Big Words or skip words or sentences. Be sure to listen to their voices to make sure they understand what they're reading. Readers developing fluency should mimic some of what you modeled.

Pages 2-5: Have children identify any difficult words and help them with the meaning. Ask, "Can we see garbage in the pictures?" "Is *litter* another word for garbage?"

Pages 6-11: Ask, "Why does Nick think Sloppy Joe is the one making the mess?" (*The drink box fell from his hand. He's messy.*) On pages 10-11, ask "Does Sloppy Joe look like he cares about the litter?" (*No, he's laughing.*)

Pages 12-15: Ask "Does Joe want to change his sloppy ways?" On pages 14-15 ask, "Do you think it was more fun when Joe and Nick worked together to clean up the town?"

Book and Trait Discussion

Ask children to share their reactions to the book. Ask:

- Who do you think shows the most concern for Earth and the environment, Nick or Joe? Why do you think that?
- Think of a time you had trash to throw away but couldn't find a garbage can. Did you leave your litter behind or take it with you until you found a place to throw it away properly? How do you feel now about what choice you made then?
- Why is it important to take care of Earth and our environment?

Making Connections

Comprehension: Joe and Nick are two very different kids. But in the end, they may have more in common than we thought at the beginning of the story. When we look at what is the same and what is different it is called **compare** and **contrast**. On an interactive white board or projector, display a Venn diagram (you can find free downloadable graphic organizers at www.timeforkids.com/tfk/teachers). Label one side with the name Neat Nick and the other side with the name Sloppy Joe. In the overlapping section in the middle, use both names. Ask children to give you similarities and differences and write them in the appropriate part of the diagram. Encourage children to provide traits about Joe and Nick that may not be obvious in the story; what do they think some characteristics of each might be. (likes and dislikes; physical characteristics) This will provide you insight into how each child views the characters and their traits.

Community Service: Have children work together to create plans for a school or community clean-up day. You may want to plan this activity around Earth Day. In the U.S. this is celebrated on April 22 each year. The United Nations recognizes the first day of Spring each year as Earth Day. Children should create posters to advertise their event that can be posted around the school and community.






Interactive eBook

Children may use the Interactive eBook to read the text along with the audio. You may also choose to use the eBook with an interactive white board so multiple children can read and sound out the various characters' phrases.

Name _____

Project: Park

A group of kids plans to clean up a park. This chart shows what jobs each kid signed up for. Read the chart. Then answer the questions.

	 Cleaning	 Planting	 Painting
Tom		✓	
Frank	✓		
Sally		✓	
Barbara			✓
Chris	✓		
Bob		✓	
Jess		✓	
Shawn			✓
Maya	✓		

1. How many kinds of jobs are there? _____

2. How many kids signed up for painting? _____

3. Maya and Frank signed up for the same job. Which is it?

☐ cleaning ☐ planting ☐ painting

4. For which job did most kids sign up?

☐ cleaning ☐ planting ☐ painting



Bonus

On the back, draw a picture of the job you would choose to do.

I take turns. I share with others.



X _____

Name

Funny Bone Readers

Developing Character: Fairness

© Red Chair Press

I listen to people. I do not interrupt.



X _____

Name

Funny Bone Readers

Developing Character: Fairness

© Red Chair Press

I am honest. I do not lie or steal.



X

Name

Funny Bone Readers

Developing Character: Trustworthiness

© Red Chair Press

I am a good friend. I keep my promises.



X

Name

Funny Bone Readers

Developing Character: Trustworthiness

© Red Chair Press

I use good manners. I do not pick on others.



X _____

Name

Funny Bone Readers

Developing Character: Respect

© Red Chair Press

I am polite. I show respect with my words.



X _____

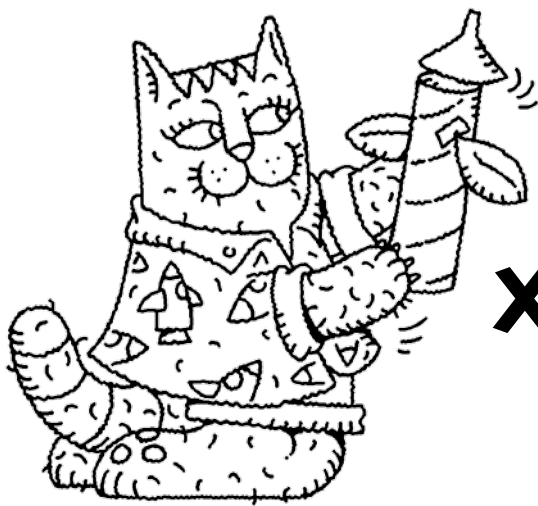
Name

Funny Bone Readers

Developing Character: Respect

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I never give up. I do not make excuses.



X

Name

Funny Bone Readers

Developing Character: Responsibility

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I think before I act. I do not blame others.



X

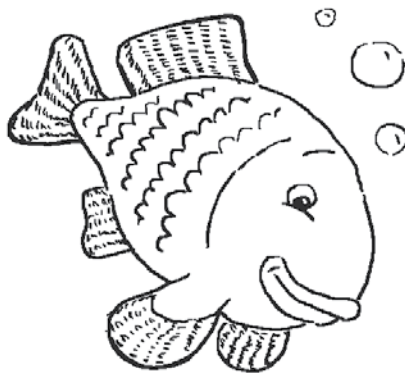
Name

Funny Bone Readers

Developing Character: Responsibility

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I help others. I am a kind person.



X

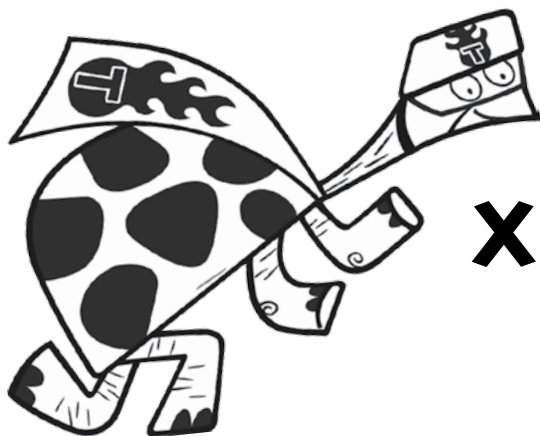
_____ Name

Funny Bone Readers

Developing Character: Caring

© Red Chair Press

I can be a hero. I am not mean or hurtful.



X

_____ Name

Funny Bone Readers

Developing Character: Caring

© Red Chair Press

I obey the rules. I take responsibility.



X _____

Name

Funny Bone Readers

Developing Character: Citizenship

© Red Chair Press

I am a good neighbor. I take care of Earth.



X _____

Name

Funny Bone Readers

Developing Character: Citizenship

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