

The background of the cover is a light yellow-green color with several stylized leaf motifs scattered across it. Each motif consists of a stem with two leaves pointing upwards and to the right. The motifs are arranged in a roughly diagonal pattern from the top-left to the bottom-right.

BOOK ON WHEELS

Cooperative Learning through Thematic Units

Janice McArthur, Barbara E. McGuire

The logo features a stylized green leafy branch to the left of the text. The word "Greenwood" is written in a large, elegant, dark green serif font. Below it, the words "PUBLISHING GROUP" are written in a smaller, dark green, all-caps sans-serif font.

Greenwood
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Books on Wheels

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BOOKS ON WHEELS

**Cooperative
Learning
Through
Thematic
Units**

A graphic consisting of a horizontal line with two wheels attached to its ends, positioned below the title.

**Janice McArthur
and
Barbara E. McGuire**

1998
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Production Editor: Stephen Haenel
Editorial Assistant: Felicity Tucker
Copy Editor: Beth Partin
Proofreader: Matthew Stewart
Typesetter: Michael Florman

Library of Congress Cataloging-in-Publication Data

McArthur, Janice.

Books on wheels : cooperative learning through thematic units /
Janice McArthur and Barbara E. McGuire.

xi, 169p. 22x28 cm.

Includes bibliographical references and index.

ISBN 1-56308-535-6

1. Children's literature--Study and teaching (Primary)
2. Children--Books and reading. 3. Unit method of teaching.
4. Activity programs in education. 5. School libraries--Activity
programs. 6. Interdisciplinary approach in education. I. McGuire,
Barbara E. II. Title.

LB1527.M33 1998

372.64'044--dc21

98-15994

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Welcome to *Books on Wheels*. We have designed this book to give librarians and teachers a complete resource for particular themes. The book contains an annotated bibliography, classroom- and kid-tested activities to be done in other areas of the curriculum with children in the library or classroom, and reproducible pages for extension activities.

In using *Books on Wheels*, the librarian or teacher can take the books listed for a particular theme and move the books into the classroom or move the books to a designated area in the library, putting them together where patrons or teachers and children have access to the books for use in thematic instruction. The books can also be put on a cart, to be wheeled to the classroom or left in a prominent area in the library.

To get you off to a rolling start, each chapter begins with ideas for introducing the theme. Along with fun booktalks is an annotated bibliography of books of interest to children on that theme.

The books listed in the bibliography are rated according to three categories: LP—Lower Primary (grades K–1); MP—Middle Primary (grades 1–2); and UP—Upper Primary (grades 2–3). An asterisk (*) at the end of the annotation means the book is a chapter book, suitable for middle and upper primary children who are *proficient* readers.

Also included in this book is a curriculum idea bank and reproducible pages for each chapter. These can be used in follow-up lessons with the children. These activities also have the same rating as the books to provide guidelines for the use of the activity.

The complete package will allow the librarian or teacher to plan and carry out a thematic unit across the curriculum.

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Have you ever been camping in the dark woods, gone on a trip, or met a famous person? Children go through life having many adventures. These adventures take place with friends, pets, and family; many adventures take place at school.

The bibliography is a cross section of books with a wide variety of adventurous main characters, from a polar bear to a boa constrictor. Reading these books will help children realize that they may have had similar adventures and that by using their imaginations, they too can have adventures like those of the main characters. Children will also discover a wide world of adventures just by opening a book!

A Rolling Start



1. To introduce the concept of adventure, show the children advertisements cut from magazines. Ask children to look at the pictures and tell what they think is happening in the pictures. Have children use their imaginations to come up with adventures based on the pictures.
2. Have the children brainstorm words that describe the meaning of *adventure* or are synonyms for the word. The words could be put on a chart and referred to throughout the adventure unit.
3. Have children make a poster advertising the main character of their favorite adventure book. Display it as a bulletin board.



Booktalks



Allard, Harry.
*Miss Nelson
Is Missing.*
Boston: Houghton
Mifflin, 1977.

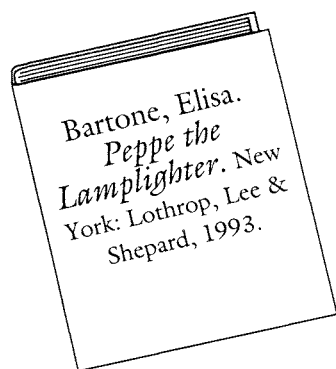
What happens in your class when you have sharing time? When your class has a substitute teacher, how do the students act? The kids in Room 207 were misbehaving again. They were doing things they shouldn't do—flying paper airplanes or throwing spitballs at the ceiling. They were the worst-behaved class in the entire school. They were so rude that Miss Nelson said, "Something will have to be done!"

The next day when the students walked into their classroom, there stood a woman in an ugly black dress. "I am your new teacher, Miss Viola Swamp," she said. They were stunned. When

2 Chapter 1—Risky Reading: Adventure Stories

they asked where Miss Nelson was, Miss Swamp told them to get busy with their schoolwork.

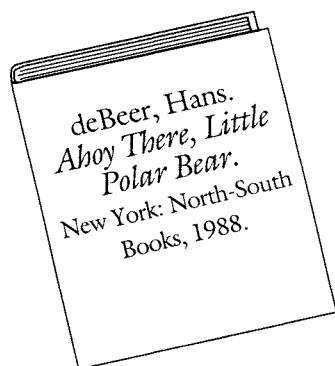
Days went by and there was no sign of Miss Nelson. The students missed their teacher and her soft voice. They decided to try and find her but failed. One student thought she might have been eaten by sharks. Another thought Miss Nelson might have gone to Mars. What do you think? Will Miss Nelson return? If she does return, will the students behave better? To find out, read *Miss Nelson Is Missing* by Harry Allard. (LP-UP)



What do you think it would be like to live without electricity in our homes or streetlights? Peppe lived many years ago, when there wasn't electricity in a poor part of a large city called Little Italy. He had six sisters and his family was very poor. Peppe knew that he needed to find a job, so he began asking different people, like the butcher, if he could work for them. But they all said he was too young. One day Domenico, the man who lit the streetlights, asked Peppe if he would light the lamps for him while he went to Italy to get his wife.

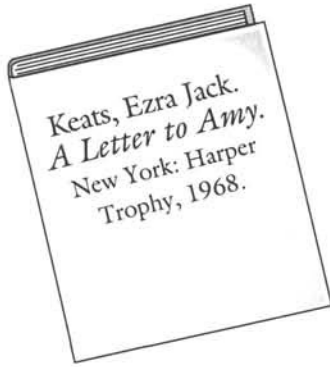
Peppe was excited that he finally had a job to help his family. When Peppe told his family the good news, his father was not happy. He felt that this wasn't a good job for Peppe. But with his sisters' encouragement, Peppe began his job. Each night he went from lamp to lamp, lighting them with a long stick. As he lit each lamp, he would make a wish for one of his sisters' happiness or care.

One day Peppe got discouraged because his father didn't like his job, so he didn't go out to light the lamps. He stayed in the house and wouldn't leave. It grew dark and the streets were not lit. Peppe's young sister Assunta did not come home. The family began to worry, for they knew she wouldn't come home in the dark. Finally Peppe's father begged him to light the lamps. Will Peppe do it? What will happen to Assunta? To find out what Peppe did and what he learned about his job, read *Peppe the Lamplighter* by Elisa Bartone. (LP-UP)



Who knows where polar bears live? What do they look like? This is the story of a polar bear named Lars who had a long adventure. Each day he swam and played in the cold Arctic water. But one day as Lars was swimming a long way from his den, or home, he was pulled into a big net with lots of fish. Before Lars knew what was going on, he was on a big ship sailing away from where he lived. Lars climbed out from where the fish were kept to explore the ship. While he was walking around, he met Nemo, the ship's cat. Lars had never seen a ship's cat before, but they soon became friends.

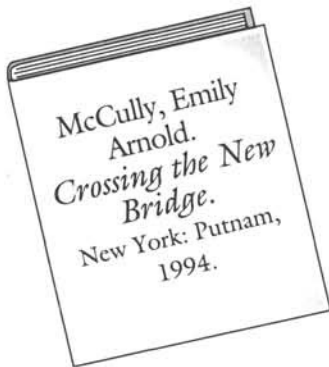
The ship sailed into a harbor, and Lars wondered if he would get back home to see his parents and his home. Nemo introduced Lars to some other cats who lived on ships. They were friendly like Nemo and agree to help him get home. Will the cats be able to help Lars? Will Lars be able to find his home and parents again? To find out what happens to Lars, read *Aboy There, Little Polar Bear* by Hans deBeer. (LP-MP)



Have you ever received a letter in the mail or written a letter to someone? Peter decides to write a letter to Amy and invite her to his party.

Peter finishes the letter and goes out to mail it. His mother tells him to wear his raincoat because it looks cloudy outside. When Peter gets outside, the storm hits with a flash of lightning and a roll of thunder. Then a gust of wind pulls the envelope out of his hand. That begins an adventure for his letter as the wind whips the envelope through the air. Peter chases it through the streets, trying to catch it. But the letter continues on its adventure as Peter chases it. Then he notices Amy coming toward him. Does he catch it before Amy sees that the letter is for her? What will happen as Peter tries to grab the letter? To find out what happens to Peter and his letter, read *A Letter to Amy* by Ezra Jack Keats. (LP)

ing toward him. Does he catch it before Amy sees that the letter is for her? What will happen as Peter tries to grab the letter? To find out what happens to Peter and his letter, read *A Letter to Amy* by Ezra Jack Keats. (LP)



Who do you think is happy? Would you be able to find the happiest person in the class? This is what happened long ago to the Mayor of a town by a river. One day the bridge leading into town fell into the river. "We need a new bridge," said the Mayor. The Jubilatti family was brought in to build the bridge. In the middle of deciding how the bridge would be built, an old woman reminded the Mayor of an old tradition, which the Mayor couldn't remember. He was told that the first person to cross the bridge must be the town's happiest person. The Mayor worried. Who was the happiest person? Was it the town banker, the grocer, or someone else? He looked and

looked, but soon the bridge was finished and the Mayor still hadn't found the happiest person. What would he do? People couldn't use the bridge until they knew who the happiest person was. How will the mystery be solved? Will the Mayor and town find the happiest person soon so the bridge can be used? To find out if the bridge is saved and if they find the happiest person, read *Crossing the New Bridge* by Emily Arnold McCully. (LP-UP)

Bibliography



Allard, Harry. *Miss Nelson Is Back*. Boston: Houghton Mifflin, 1982.

Miss Nelson told her class that she was going to have her tonsils out and would be gone for a week. The students thought this would be a good time to misbehave, but then they remembered Miss Viola Swamp, the meanest substitute around. They decided they didn't want Miss Swamp for a substitute. (LP-UP)

Allard, Harry. *Miss Nelson Is Missing!* Boston: Houghton Mifflin, 1977.

The students in Miss Nelson's class are rude and disrespectful. What will she do? One day the students come to class and find a new teacher, Miss Viola Swamp. Things change quickly. But where is Miss Nelson? When the students look, they can't find her. (LP-UP)

4 Chapter 1—Risky Reading: Adventure Stories

Allard, Harry. *The Stupids Step Out*. Boston: Houghton Mifflin, 1974.

The Stupid family decides to go on an outing. As they prepare to go, the family does many silly things to get ready, such as mother wearing the cat as her hat. The Stupid family has a crazy, upside-down, topsy-turvy day. (LP-UP)

Bartone, Elisa. *Peppe the Lamplighter*. New York: Lothrop, Lee & Shepard, 1993.

Peppe must find a job to help his family, but there are none. Finally he is offered the job of lighting the city street lamps. His father doesn't think this is a good job for Peppe. What will happen if Peppe doesn't light the streetlights to keep the darkness away? (MP-UP)

Brown, Marc. *Arthur Meets the President*. Boston: Joy Street Books, 1991.

Arthur's class enters a writing contest with the theme, how can you make America great? Arthur's essay wins! This means Arthur, his family, and all his class get to go to Washington, D.C., to meet the president. Arthur is afraid he will forget the speech he has to make to the president. (LP-UP)

Buehner, Caralyn and Mark Buehner. *A Job for Wittilda*. New York: Dial Books for Young Readers, 1993.

Wittilda is a witch who needs a job. She tries various jobs, but they don't seem to be quite right. She finally gets a job delivering pizza. Will using her broom to deliver the pizza help her keep the job? (LP-UP)

deBeer, Hans. *Ahoy There, Little Polar Bear*. New York: North-South Books, 1988.

Lars is a baby polar bear who lives on an iceberg in the frozen ocean. One day as he is swimming, he gets caught in a big fishnet and is taken aboard the boat. He meets Nemo, the ship's cat, who helps Lars find his way home. (LP-MP)

Freeman, Don. *Corduroy*. New York: Viking, 1968.

Corduroy sits on a shelf in a department store, but no one will buy him because he has a button missing. One night when the store is closed, he looks for a button but can't find one.

Then a little girl comes to the store and wants to buy him so he will have a home. (LP-MP)

Keats, Ezra Jack. *A Letter to Amy*. New York: Harper Trophy, 1968.

Peter wants to invite his friend Amy to his party on Saturday. He writes her a letter. When he goes outside to mail the letter, a rainstorm hits and the letter is whipped out of his hand. As he chases the letter down the street, he sees Amy. He tries to catch the letter before Amy realizes it is for her. (LP)

Keats, Ezra Jack. *Goggles*. New York: Macmillan, 1969.

Some friends find some broken goggles. These goggles lead the boys into many adventures as they attempt to keep some neighborhood bullies from taking the goggles away from them. (LP-MP)

Leigh, Nila. *Learning to Swim in Swaziland: A Child's Eye View of a Southern African Country*. New York: Scholastic, 1993.

This is the story of Nila, who moved to Swaziland when she was eight. What does the school she goes to look like? Did you know that water drains in a different direction in this country? Nila talks about her adventures in Swaziland. (MP-UP)

Lionni, Leo. *Inch by Inch*. New York: Mulberry Books, 1995.

One day a robin is about to eat a worm when the worm says, "Don't eat me. I am an inch worm and I can measure things." The robin, not believing, tells the worm to measure his tail. The worm goes on to measure other animals. (LP-MP)

McCully, Emily Arnold. *Crossing the New Bridge*. New York: Putnam, 1994.

A long time ago, in a town by a river, the bridge falls into the river and needs to be rebuilt. An old woman tells the Mayor that the happiest person in the village must cross the bridge first. The search begins to find the happiest person in the village, so other villagers can use the bridge. (LP-UP)

Mochizuki, Ken. *Baseball Saved Us*. New York: Lee & Low, 1993.

During World War II, most Japanese Americans were placed in camps away from the West Coast. The Japanese people in the desert camp learned to play baseball to have something to do. This is a story about how learning something well can overcome prejudice. (UP)*

Munsch, Robert. *Thomas' Snowsuit*. Toronto: Annick Press Ltd., 1985.

Thomas's mother buys him a brown snowsuit, which he refuses to wear. After a real struggle with his mother, Thomas ends up with the suit on. When he wears it to school, after a real struggle with his teacher, the snowsuit ends up on his teacher. What will happen when the principal comes in to see what is going on? (LP-UP)

Nichol, Barbara. *Beethoven Lives Upstairs*. New York: Orchard, 1994.

The year is 1822 and Christoph lives in Vienna. He writes to his uncle to tell him that a madman has moved into the rented room upstairs. His uncle writes back that Beethoven is a musician, not a madman. (MP-UP)

Noble, Trinkia Hakes. *Jimmy's Boa and the Big Splash Birthday Bash*. New York: Dial Books for Young Readers, 1989.

Maggie came home from Jimmy's birthday party talking about an adventure that happened when they went to Sea Land. The children swam with the seals and the sharks and caused all kinds of problems at Sea Land as Jimmy's boa got into the act. (MP-UP)

Noble, Trinkia Hakes. *The Day Jimmy's Boa Ate the Wash*. New York: Dial Press, 1980.

Jimmy's class goes on a field trip to the farm. All kind of things happen: pigs cry and haystacks fall on the cows. Jimmy's boa gets loose and causes even more problems on the farm. (LP-UP)

Polacco, Patricia. *My Rotten Redheaded Older Brother*. New York: Simon & Schuster Books for Young Readers, 1994.

Treesha lives on a farm in Michigan with her older brother, mother, and grandmother. Treesha has many adventures trying to show her brother that she can do something that he can't do. (LP-UP)

Rey, Margaret E. and H. A. Rey. *Curious George Flies a Kite*. Boston: Houghton Mifflin, 1958.

George the curious monkey sees a kite and decides he wants to learn to fly one. George has a big adventure when he flies his kite. (LP-MP)

Steig, William. *Doctor DeSoto*. New York: Farrar, Straus & Giroux, 1982.

Dr. DeSoto is a dentist who treats all animals except those that are enemies of mice. One day a fox comes and pleads with Dr. DeSoto to help him because he has such a terrible toothache. The Doctor agrees and treats the fox, but can he trust him? Dr. DeSoto and his wife try to outfox the fox. (LP-UP)

Steig, William. *Doctor DeSoto Goes to Africa*. New York: HarperCollins, 1992.

Dr. DeSoto, a world-renowned dentist, receives a cablegram asking him to come to Africa to treat an elephant with a toothache. The cablegram says that no one else can care for this elephant. Will Dr. DeSoto be able to help? (LP-UP)

Wood, Audrey. *King Bidgood's in the Bathtub*. San Diego: Harcourt Brace Jovanovich, 1985.

King Bidgood is in the bathtub and won't get out because he is having so much fun. But he is needed to do his kingly duties. All the wise men of the land try to think of ways to get the King out of the bathtub, but nothing seems to work. What can be done to get King Bidgood out of the bathtub? (LP-UP)

Wheeling Across the Curriculum



Critical Thinking

- Give children slips of paper with an adventure, such as “camping in the mountains,” written on them. Then they can work in groups to brainstorm what they will need to take on the adventure to make it safe and fun. (MP-UP)

Drama

- Children can act out the events of a story. *The Day Jimmy’s Boa Ate the Wash* by Trinka Hakes Noble would work well for this activity. (MP-UP)

Language Arts/Writing

- Many adventure books feature animals as characters. Have children pick an animal and write a story about an adventure the animal may have. (LP-UP)
- Divide children into groups of six. Give them a story starter such as, “On my way home a . . .” Each child writes a line and then passes the story to another child, who writes another line. After everyone has had a turn, the children read the story to the group. (UP)
- On pieces of paper, write opening lines such as “I looked out my window and . . .” Have children draw the slips out of a cup and write an adventure story using the story line. Children in younger grades can tell their stories after choosing pieces of paper with starter lines on them instead of writing them. (LP-UP)
- Have children write a letter telling Miss Nelson how the class’s behavior will change if she returns to school. (LP-UP)
- Children can keep a journal of the adventures they have during a specific period, such as a week. These can be shared with the group. (MP-UP)
- Children can decide what questions they would ask a famous person if they had a chance to meet the person. A mock interview can take place after the questions are written. (LP-UP)
- Children can write a letter to friends asking them about adventures they may have had. (LP-UP)
- Read *King Bidgood’s in the Bathtub* by Audrey Wood to children and give them a problem they must solve. This can be done individually or in groups. (MP-UP)
- Ask children to pick a piece of clothing and write about an adventure they could have while wearing this article of clothing. (LP-UP)

Mathematics

- The book *Inch by Inch* by Leo Lionni lends itself to doing measuring activities. Have children measure various objects to see how many inches long they are. (LP-UP)

Music

- After they listen to some of Beethoven’s music, children can write or draw what adventures the music makes them think about. (LP-UP)