

# A Curriculum Guide to Books Written or Illustrated by

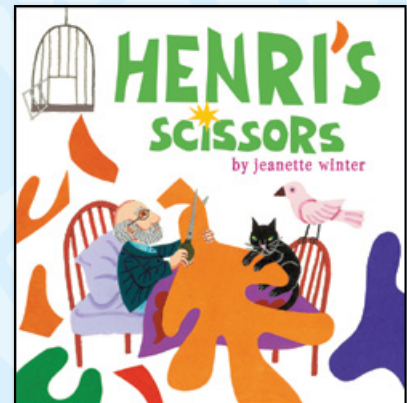
# Jeanette Winter



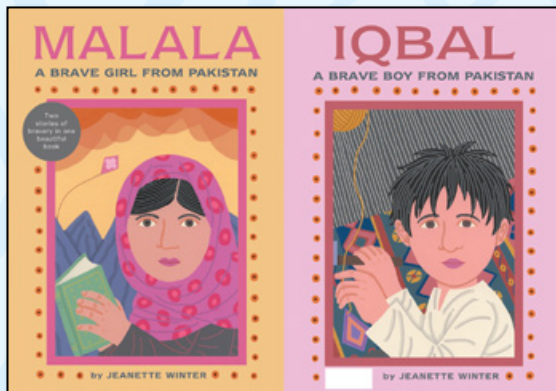
NASREEN'S SECRET SCHOOL:  
A TRUE STORY FROM AFGHANISTAN



BIBLI BURRO:  
A TRUE STORY FROM COLOMBIA



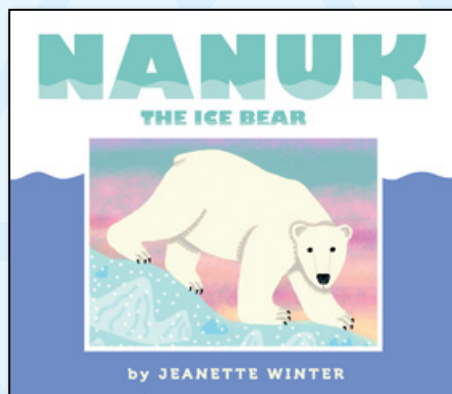
HENRI'S SCISSORS



MALALA: A BRAVE GIRL FROM PAKISTAN/  
IQBAL: A BRAVE BOY FROM PAKISTAN



MR. CORNELL'S DREAM BOXES



NANUK THE ICE BEAR



THE WORLD IS NOT A RECTANGLE:  
A PORTRAIT OF ARCHITECT ZAHA HADID



THE SECRET PROJECT  
Written By Jonah Winter,  
Illustrated By Jeanette Winter





## Nasreen's Secret School: A True Story from Afghanistan

HC: 9781416994374  
Ebook: 9781442441217



### ABOUT THE BOOK

When the Taliban seized power in Afghanistan in 1996, they made big changes in the lives of ordinary people. Girls were forbidden to go to school. People were taken away with no explanation. Women and girls were forbidden to go out in the streets alone.

But there are always people who refuse to stand by and let these destructive things happen without trying to do something. Nasreen's grandmother was one such person. First, she watched Nasreen sit home all day long because she was forbidden to go to school. Then she watched as soldiers took Nasreen's father away, and as Nasreen's mother left home to try to find him she, too, never returned. Grandmother saw Nasreen become so silent and withdrawn, she knew she had to act. She took Nasreen to a secret school where classes were held for girls. At first, Nasreen didn't speak at all, but slowly she reached out to her classmates and teacher. Nasreen opened herself up to the gift of learning, and it changed her life for the better. As her grandmother said, "...the soldiers can never close the windows that have opened for my granddaughter."

This is a true story of bravery and action, with a powerful message for children: Individual acts of courage and resistance to unfair practices can make a difference.

### DISCUSSION QUESTIONS/ACTIVITIES

#### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.1–4.1), identify the main topic and key details that support it (RI.1–4.2), and describe the relationship between a series of events, concepts, or ideas (RI.1.3, 4).

This book tells how the lives of Nasreen and her family were changed when the Taliban seized control of Afghanistan. It also tells about how resistance to unfair, oppressive changes can make a difference. The questions below explore the effects of *change* and *resistance* to unfair, oppressive treatment.

1. When the soldiers came to Herat, the city in Afghanistan where Nasreen lived, *everything changed*. What was life like for Nasreen and her family before the soldiers came? What was it like after they arrived? Fill in the chart below to show the changes that occurred. Then, illustrate the chart on a separate piece of paper.

	Before the Soldiers	After the Soldiers
Art and music		
Going to school		
Being safe at home		

2. Nasreen went to a secret school. What happened at the secret school that does not happen at your school?
3. Going to the secret school changed Nasreen. Before going to the school, she was silent and never smiled. After attending the school she was different. What changes did Grandmother notice in Nasreen?
4. Grandmother also changed. At the beginning of the story she was troubled. At the end of the story she tells us, "As for me, my mind is at ease." What happened to make Nasreen's grandmother calmer and more at ease?
5. Imagine that you can ask Nasreen some questions. What would they be? List your questions. Begin them with words like *Who*, *What*, *When*, *Where*, *Why*, and *How*. Here are some sample questions:
  - When did your life change?
  - What happened to make you so sad and silent?
  - Where did your grandmother take you?
  - Why did you go to a secret school?
  - Who helped you feel better?
  - How do you feel now?

Write a poem, listing some of your questions for Nasreen. Here is an example:

#### Questions for Nasreen

- Nasreen, why were you so sad and silent?
- Who helped you feel better?
- Was it the secret school and your friend Mina?
- Was it your brave grandmother?
- Nasreen, how do you feel now?

Or, write a question-and-answer poem in which you ask a question and then Nasreen answers. Here is an example:

#### Questions for Nasreen

- Nasreen, why are you so sad and silent?  
I miss my parents. I don't know where they are.
- Nasreen, who helped you feel better?  
My grandmother took me to a secret school.  
I saw that there were people who cared.  
A special friend named Mina whispered to me, "I missed you."
- Nasreen, how do you feel now?  
I still miss my parents, but the things I learn keep me company.

6. *Resisting* something means fighting against it. Explain what each of the following people did to resist the changes made by the soldiers:

- Nasreen's grandmother
- The boys outside the secret school
- The teacher at the secret school
- Nasreen's mother
- Nasreen

7. What evidence is there that Nasreen and her grandmother successfully resisted the unfair changes made by the soldiers?

#### Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases used in a text (RI.1–4.4), think about the features of nonfiction text (RI.1–4.5), and distinguish between information provided by the illustrations and information provided by the words in a text (RI.1–4.7). The questions and activities below emphasize these understandings.

8. Sometimes you can figure out the meaning of vocabulary words and phrases by using the context. That is, you look for clues in the other nearby words. (See *Nasreen's Secret School* Meaning and Context Reproducible Sheet at the end of this section.)

9. In the Author's Note, Jeannette Winter gives readers information that helps them understand the book. Why do you think the author put this note in the front of the book? Discuss what she tells you about the following:

- How she got the idea for writing the book
- What life was like before and after the Taliban seized control of Afghanistan
- How some people defied the Taliban and still defy tyranny

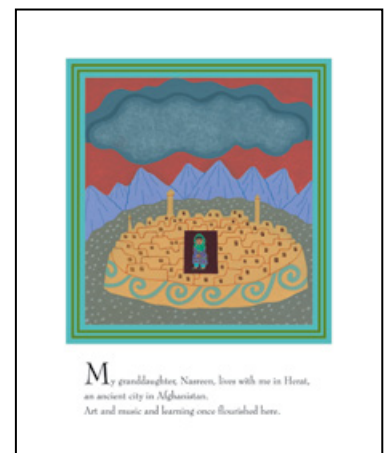
10. To completely understand this story, look carefully at both the words and illustrations. You will see that they work together to create meaning.

Model this process for the students. Discuss both the text and illustration on the first page of the book.

- What information is only given in the written text?  
*It mentions the city of Herat, Grandmother, and Nasreen. It mentions that art, music, and learning once flourished in Herat.*
- What information is only given in the illustration?  
*It shows Nasreen enclosed in darkness. A dark cloud hangs over the whole city.*
- How do the written text and the illustration work together?  
*The text and the illustrations together show that darkness is enclosing the city and how this darkness affects Nasreen.*

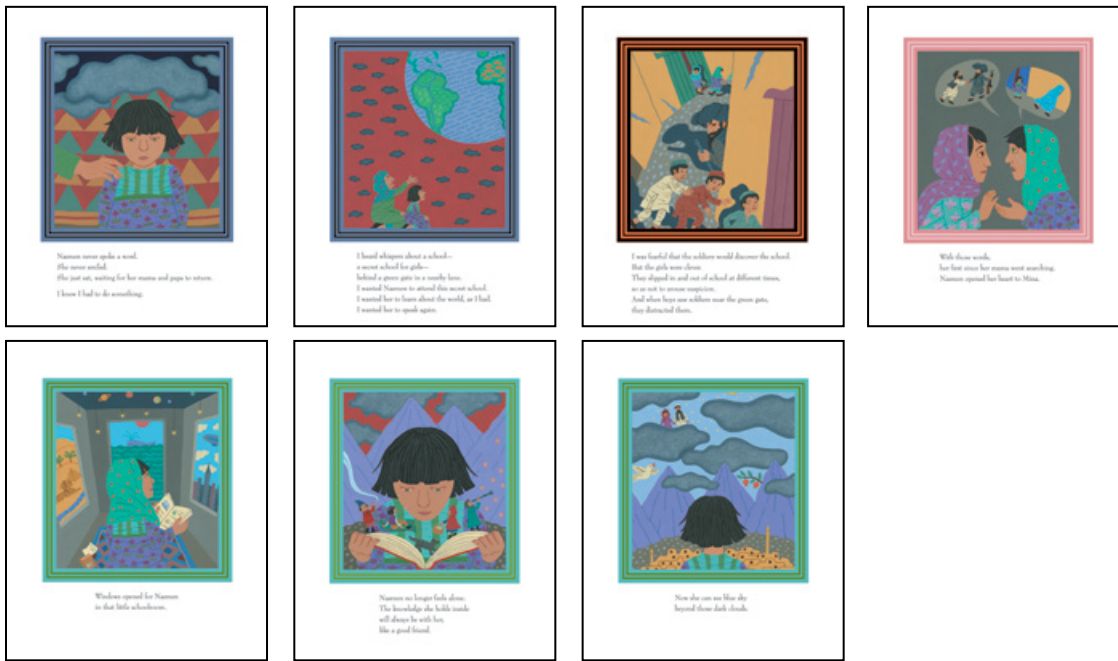
As a group, have students examine other pages to see how text and illustration work together. Have students study each page and share their findings by answering these questions:

- What information is only given in the written text?
- What information is only given in the illustration?
- How do the written text and the illustration work together?





Suggested pages to use:



## Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.1–4.1), to inform (W.1–4.2), and to explain a sequence of events (W.1–4.3).

11. A courageous person is someone who has the mental or moral strength to persevere and withstand danger or fear. This person can do difficult and even dangerous things. Sometimes a courageous person defies authority. Imagine that you have been selected to present an award to Nasreen's grandmother for her courageous behavior. Write the speech you would give, explaining why she deserves this award. Design an award to give.
12. Explain how Nasreen's life changed after the soldiers arrived. Use the sequence chart to include six events to highlight. (See *Nasreen's Secret School* Sequence Chart Reproducible Sheet at the end of this section.)
13. Bring one of the pictures in the book to life. With a partner, write down what the people are saying. For example, when Grandmother and Nasreen arrive at the secret school, what does Grandmother say to the teacher who opens the gate? How does the teacher reply? What do they say when they enter the school? Or, write the conversation between Nasreen and Mina when Nasreen returns to school. Practice reading your conversation and then present it to your classmates.

## Extending the Experience of Reading the Book

14. Watch a video of Nasreen's Secret School at [YouTube.com/watch?v=WE9b1gR4YZE](https://www.youtube.com/watch?v=WE9b1gR4YZE)
15. Hear Jeanette Winter speak about Nasreen's Secret School at [teachingbooks.net/book\\_reading.cgi?id=5107&a=1](https://teachingbooks.net/book_reading.cgi?id=5107&a=1)
16. Read these other nonfiction picture books by Jeanette Winter:
  - *Biblioburro: A True Story from Colombia*
  - *Henri's Scissors*
  - *Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan*
  - *Mr. Cornell's Dream Boxes*



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## Meaning and Context Activity

Sometimes you can figure out the meaning of vocabulary words and phrases by using the context. That is, you look for clues in other nearby words. See if you can figure out the meaning of each underlined word or phrase in the sentences below. If you need more room to write, you can continue your answers on the back of the sheet.

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My granddaughter, Nasreen, lives with me in Herat, an ancient city in Afghanistan.

What I think the underlined word means: \_\_\_\_\_

What clues I used to figure out the meaning of the underlined words: \_\_\_\_\_

I was fearful that the soldiers would discover the school.  
But the girls were clever.  
They slipped in and out of school at different times,  
so as not to arouse suspicion.

What I think the underlined word means: \_\_\_\_\_

What clues I used to figure out the meaning of the underlined words: \_\_\_\_\_

But all he found was a room filled with girls  
reading the Koran, which was allowed.  
The girls had hidden their schoolwork,  
outwitting the soldier.

What I think the underlined word means: \_\_\_\_\_

What clues I used to figure out the meaning of the underlined word: \_\_\_\_\_

Sometimes you can figure out meaning by seeing how the words work together. Try to figure out the meaning of the underlined phrases below. These words are called *idioms* because they have a different meaning than the literal meaning of each word.

Nasreen stayed inside herself.

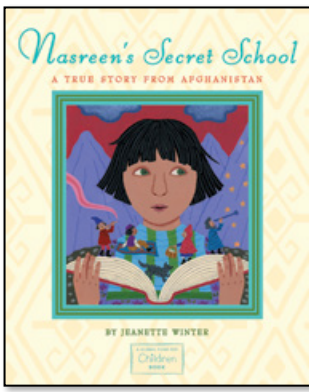
What I think this sentence means: \_\_\_\_\_

Nasreen opened her heart to Mina.

What I think this sentence means: \_\_\_\_\_

Windows opened for Nasreen in that little schoolroom.

What I think this sentence means: \_\_\_\_\_



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## Sequence Chart Activity

Explain how Nasreen's life changed after the soldiers arrived. Use the sequence chart to include six events to highlight. Number each box and write and draw about the events in the order in which they occurred. Then use the information in the sequence chart to write a paragraph on

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The illustration shows a young girl with dark hair reading a book. The book's pages are open, showing a scene with people and a dog. Surrounding the girl are six empty rectangular boxes connected by a circular line, intended for a sequence chart activity.



## Biblioburro: A True Story from Colombia

HC: 9781416997788  
Ebook: 9781442440739



### ABOUT THE BOOK

Luis Soriano lives deep in the jungles of Colombia. He is a man who loves books so much that he fills his house with them. When his wife, Diana, begins to grumble, he makes an important decision. He will share his books with children in faraway villages who have none. To do this, he first buys two sturdy burros [a burro is a small donkey] that he names Alfa and Beto. Then he builds some crates to carry the books on their backs, and Diana fills these crates with books. Finally, he paints signs that say BIBLIOBURRO—the Burro Library. Now he is ready.

Each week Luis brings books to different villages in the countryside. When he arrives, he reads a story to the children and encourages them to choose books to borrow. Then he returns home to Diana, to a satisfying meal, and to his enjoyment of reading deep into the night.

This is a true story of giving and sharing, with a powerful message for children: When we share the things we love with others, everyone benefits.

### DISCUSSION QUESTIONS/ACTIVITIES

#### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.1–4.1), identify the main topic and key details that support it (RI.1–4.2), and describe the relationship between a series of events, concepts, or ideas (RI.1–4.3).

This book explores the effects of one man’s decision to share what he values—his books—with children in faraway villages who might not have books of their own. His decision to travel to a different village every week, despite the danger from bandits on the roads, is an act of caring and civic-mindedness. It reveals his character (how he generally behaves) and his values (the things he believes are important). The questions below explore the effects of Luis’s decision to share with others.

#### Thinking about Luis’s Decision:

1. When the story begins, Luis has a problem. What is it?
2. What does Luis do to solve this problem?
3. What else could Luis have done instead?
4. How do you know that Luis cares about other people?

#### Thinking about the Effects of Luis’s Decision on Other People:

5. How did Luis’s decision to share affect other people?
  - Diana
  - The bandit who stopped him
  - Children in the faraway village of El Tormento
6. How do you know that the children in the villages are glad when the BIBLIOBURRO arrives?
7. Working with a partner, have the students cut out the words and phrases listed below and then put them in order so that they can retell the story. There are several possible ways to order the words. Have the students practice retelling the story. Encourage them to use words like *first*, *second*, *next*, *after that*, and *finally* to show the order in which things happened. Ask them to include relevant facts and details in their retelling.

#### How Luis Soriano Brought Books to the Faraway Hills

Luis	Alfa and Beto	BIBLIOBURRO	burros
bandit	books	Colombia	children
Diana	borrowed books	jungles	El Tormento
crates	faraway villages	masks	choose books



## Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases used in a text (RI.1–4.4), think about the features of nonfiction text (RI.1–4.5), and distinguish between information provided by the illustrations and information provided by the words in a text (RI.1–4.7). The questions and activities below emphasize these understandings.

8. Create a fourfold Vocabulary. (See *Biblioburro* Fourfold Vocabulary Reproducible Sheet at the end of this section.) In section one, students write the word. In section two, they tell what the word means. In section three, they draw a picture to illustrate the word. In section four, they use the word in a sentence. Before beginning this exercise, discuss the meaning of each vocabulary word to be included. For example, discuss the meaning of the word *share*. To begin the discussion you might say: When you share, you let other people have or use something that belongs to you. You can share your toys and games, your cookies and other snacks, and your thoughts and ideas. Sharing involves two or more people. In the story *Biblioburro*, Luis shared his books with children in faraway villages. What are some things you have shared with others? What have other people shared with you?
9. In the Author’s Note at the end of the book, Jeanette Winter gives readers more information about Luis Soriano. Discuss the new information about the following:
- Where Luis lives
  - When he began the Biblioburro
  - How his collection of books has grown
- Why do you think the author included this information at the end of the book?  
Why do you think she included a quote from Luis Soriano?
10. Several illustrations in this book use speech balloons to show what a person says or thought bubbles to show what a person thinks. These words and thoughts help you understand the meaning of the book. As you examine the pages below, discuss how the speech balloons and thought bubbles in the illustrations help you understand the story.

Model this process for the students. Using the illustration (example at right) showing Luis’s house filled with books and Diana saying, “What are we going to do, eat these books with our rice?” discuss how Diana’s words provide additional information. They tell what she says when she “grumbles.”



**Examining the Use of Speech Balloons.** Examine the use of speech balloons in the spreads to the right. Tell what additional information these words provide.

- “The children are waiting for us!”
- “Give me your silver!”

**Examining the Use of Thought Bubbles.** Examine the use of thought bubbles in the following two-page spreads shown at the bottom. Tell what additional information these thoughts provide.

- The thought bubble shows Luis traveling into the faraway hills to share his books with the children. It also shows the two burros.
- The thought bubbles show the children envisioning the story Luis is reading to them.



11. Draw your own picture about Luis and the Biblioburro. Include speech balloons or thought bubbles showing what people are saying or thinking. Here are some ideas of things to illustrate.

- Diana filling the crates with books
- Luis arriving at El Tormento and the children running to meet him
- Luis showing the children a bundle of masks
- The children holding their books and saying good-bye to Luis
- Luis arriving home





## Writing

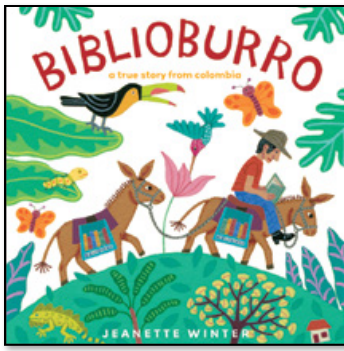
CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.1–4.1), to inform (W.1–4.2), and to explain a sequence of events (W.1–4.3).

12. Google images of Luis Soriano and the Biblioburro. Download illustrations showing (1) Luis traveling to a faraway village, (2) arriving at the village, (3) reading to the children, and (4) returning home. Have the children put the photographs in order and then write about each of these four steps in the order in which they occurred.
13. Draw a picture of each of the following people:
  - Luis
  - Diana
  - A child living in El Tormento
  - The banditUnderneath each picture tell what that person thinks about the Biblioburro. Explain why each person thinks the way they do.
14. Bring one of the illustrations in the book to life. Write down what the people are saying. With a partner, create a one-page play. Here are some suggestions for plays:
  - Diana and Luis discussing all the books in their house
  - Luis telling the bandit that he has no silver
  - Luis telling the children in El Tormento to put on a mask
  - Luis saying good-bye to the children
  - Luis arriving home to Diana and his books

## Extending the Experience of Reading the Book

15. Watch videos of Luis Soriano on the PBS website at: [pbs.org/pov/biblioburro/news\\_coverage.php](http://pbs.org/pov/biblioburro/news_coverage.php)  
These videos include:
  - “Teaching Kids to Read from the Back of a Burro” (CNN Heroes)
  - “Biblioburro—The Donkey Library” (in Spanish with English subtitles)
  - “Biblioburro Updates” This video shows the opening of La Gloria’s first library (in Spanish with English Subtitles)
16. Read books about other teachers/librarians:
  - *The Librarian of Basra: A True Story from Iraq* by Jeanette Winter
  - *Alia’s Mission: Saving the Books of Iraq* by Mark Alan Stamaty
  - *Miss Moore Thought Otherwise: How Anne Carroll Moore Created Libraries for Children* by Jan Pinborough
  - *My Librarian Is a Camel: How Books Are Brought to Children Around the World* by Margriet Ruurs
  - *That’s Our Librarian!* by Ann Morris
  - *That Book Woman* by Heather Henson
17. Read other books by Jeanette Winter:
  - *Henri’s Scissors*
  - *Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan*
  - *Mr. Cornell’s Dream Boxes*
  - *Nasreen’s Secret School*





## Fourfold Vocabulary Activity

In section one, read the word. In section two, tell what the word means. In section three, draw a picture to illustrate the word. In section four, use the word in a sentence. Your teacher may give you extra words to enter in the blank rows.

Word	Definition	Picture	Sentence
share			
jungle			
Columbia			
grassland			
sturdy			



## Henri's Scissors

HC: 9781442464841

Ebook: 9781442464858



### ABOUT THE BOOK

Throughout his life, Matisse loved to draw. As a young boy, Matisse drew pictures in the sand and in his schoolbooks. As a young man, he even drew in his law books and on contracts, deeds, and wills. When he began to paint, he made himself and others happy. As an old man, when he could no longer paint, he found joy in using scissors to cut shapes from colored paper.

This book celebrates Matisse's lifelong love of art. Jeanette Winter's illustrations show the power of art to enlarge and enrich Matisse's life. Smaller illustrations at the beginning of the book show Matisse's emerging fascination with drawing pictures, while the larger illustrations of the artwork produced during his later life take up entire two-page spreads. The artwork he produced grows larger and larger, dominating his life and making him happy and content.

Use this book to spark conversations about developing lifelong interests that enrich our lives. Like Matisse, students may want to share their interests with everyone.

### DISCUSSION QUESTIONS/ACTIVITIES

#### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K-3.1), identify the main topic and key details that support it (RI.K-3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K-3.3).

#### Thinking about Henri Matisse's Lifelong Delight in Creating Art

1. How did Henri Matisse make art a big part of his life as a boy, a young man, and an old man?
2. Why did Henri stop painting? How did it make him feel?
3. When Henri went to the seaside, what new type of artwork did he create?
4. Henri wrote these words when he was an old man: "It seems like I am in a second life." What did he mean?
5. Have students create their own cutouts using colored paper. Follow the lesson plan ideas for "drawing with scissors" in the arTree lesson plans about color. This free download consists of thirty pages of art projects for kids in the style of Matisse, Monet, Mondrian, and Seurat. Find this at [teacherspayteachers.com/Product/Color-lesson-plans-610644](https://www.teacherspayteachers.com/Product/Color-lesson-plans-610644)

#### Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases used in a text (RI.K-3.4), think about the features of nonfiction text (RI.K-3.5), and distinguish between information provided by the illustrations and information provided by the words in a text (RI.K-3.7). The questions and activities below emphasize these understandings.

6. The author's language helps us imagine Henri's thoughts and actions. Read each sentence below and discuss how it helps you understand Henri's lifelong love of art.
  - "His paintings floated by in his dreams."
  - "He was drawing with scissors!"
  - "Then one night, Matisse walked out into his paper garden, and the rainbow of shapes cradled the old artist and carried him into the heavens."
  - "Are some of the stars we see at night coming to us from Henri's scissors?"
7. The author repeats a word or phrase several times to emphasize an important idea. Examine the examples below. How does the author's use of repetition help you understand Henri's life story?
  - "He **drew pictures** in the sand, and he **drew pictures** in his school books. When Henri was a young man, he **drew pictures** in his law books and on contracts, deeds, and wills."
  - "His mother gave him a box of paints, and he  **painted** until he was well. He kept on  **painting** , forgot about law, and left his small town to be an artist in Paris. Henry  **painted**  pictures day after day and year after year."
  - "But when Matisse was an old man, he fell  **ill** —  
so  **ill**  he couldn't paint,  
so  **ill**  he couldn't sit up,  
so  **ill**  he could only lie in bed and sleep.



8. Have students make a vocabulary foldable to practice using the words in the book. First, discuss the meanings of the words to be included. Here is a sample list, showing how each word is used in the book:
- **china** "In a small weaving town in France, a young boy named Henri-Émile-Benoît Matisse watched his mother paint china."
  - **contracts** "When Henri was a young man, he drew pictures in his law books and on contracts, deeds, and wills."
  - **appendicitis** "Henri was sick in bed with appendicitis one winter."
  - **seaside** "When Matisse was strong enough to travel, he went to the seaside—the sea air might help him get well."
  - **instrument** "A pair of scissors is a wonderful instrument."
  - **obliged** "You see I am obliged to remain often in bed."
  - **contented** "I am deeply contented, happy."

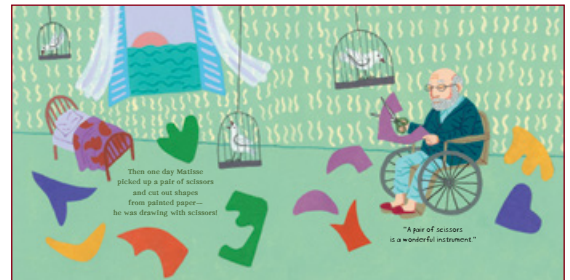
Make copies of the Vocabulary Foldable for each student. (See *Henri's Scissors* Vocabulary Foldable Reproducible Sheet at the end of this section.) On the front, students write the word and illustrate its meaning. Once the "doors" are cut, students write the meaning of the word and use it in a sentence. In this way, they practice using the words.

9. Read the Author's Note with students, discussing what Jeanette Winter tells readers about why she wrote the book and the source that was most helpful to her.

10. When Matisse begins to draw with scissors, each of the double-page spreads in the book includes words, an illustration, and a quote. Discuss how these features work together to help us understand what is happening. Study the illustration at right. Think about these questions:

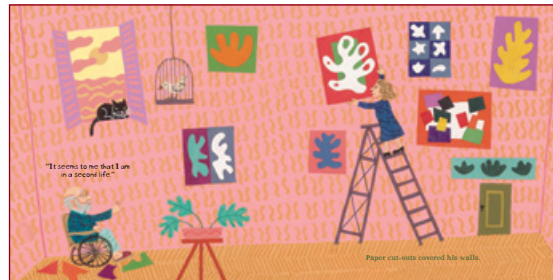
- What information is given in the words?
- What information is given in the illustration?
- What information is given in the quote?
- How do the words, illustration, and quote work together?

Notice that the words tell you that Matisse was cutting painted paper. The illustration shows that Matisse had left his bed and was sitting in a wheelchair. The quote focuses on the scissors, which he calls "a wonderful instrument." The words, illustration, and quote all refer to scissors. Only the illustration shows the kind of shapes Matisse created. Together, the words, illustration, and quote explain this new kind of art Matisse was creating—"drawing with scissors."



Use the questions above to discuss the following double-page spreads (samples shown below):

- "Matisse cut paper all day."
- "Paper cutouts covered his walls."
- "As time went on, Matisse cut bigger and bigger shapes."
- "I am deeply contented, happy."



## Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K–3.1), to inform (W.K–3.2), and to explain a sequence of events (W.K–3.3).

11. What do you think about drawing with scissors? Write about Matisse’s cutouts. Follow these steps:
  - First, introduce the topic and explain what it means to draw with scissors.
  - Second, give your opinion of this artwork.
  - Third, give a reason for your opinion
  - Fourth, provide an interesting ending.
12. Draw three pictures—Henri creating art as a boy, as a young man, and as an old man. Then, write about how his art changed over time. What kind of art did he do at different times in his life? Use words like *at first*, *to begin*, and *to start* to show that you are writing about the beginning of Matisse’s career. Use words like *after*, *later*, and *in time* to show that you are writing about the middle of his career. Use words like *in the end*, *finally*, and *last of all* to write about the end of his career.
13. Pretend you are Henri Matisse. Explain why you are content in your seaside room. What is making you content? Why does it seem like you now have a second life?

## Extending the Experience of Reading the Book

14. Read other books about Henri Matisse:
  - *Colorful Dreamer: The Story of Artist Henri Matisse* by Marjorie Blain Parker
  - *Matisse: The King of Color* by Laurence Anholt
  - *Oooh! Matisse* by Mil Niepold and Jeanyves Verdu
  - *Henri Matisse: Drawing with Scissors* by Jane O’Connor
  - *The Iridescence of Birds* by Patricia MacLachlan
  - *A Bird or Two: A Story about Henri Matisse* by Bijou Le Tord
15. Read books about other artists:
  - *Georgia’s Bones* by Jen Bryant
  - *My Name Is Georgia* by Jeanette Winter
  - *Action Jackson* by Jan Greenberg and Sandra Jordan
  - *Dreamer from the Village: The Story of Marc Chagall* by Michelle Markel
  - *Wanda Gág: The Girl Who Loved to Draw* by Deborah Kogan Ray
  - *The Fantastic Jungles of Henri Rousseau* by Michelle Markel
  - *Mr. Cornell’s Dream Boxes* by Jeanette Winter
16. Read additional books by Jeanette Winter:
  - *Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan*
  - *Nasreen’s Secret School*
  - *Biblioburro: A True Story from Colombia*
  - *The Librarian of Basra: A True Story from Iraq*
  - *Wangari’s Trees of Peace: A True Story from Africa*
  - *The Watcher: Jane Goodall’s Life with the Chimps*
  - *Emily Dickinson’s Letters to the World*
  - *Sebastian: A Book About Bach*





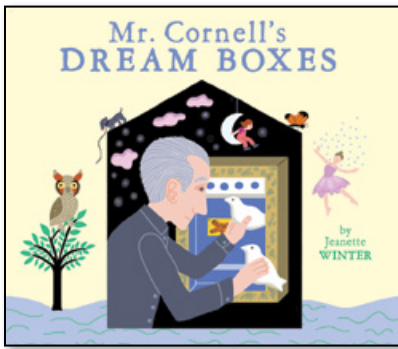
## Vocabulary Foldable

1. Print the Vocabulary Foldable template on a piece of paper, front-to-back, so that the dotted lines match up.
2. Fold the papers in half the long way and cut on the four dotted lines to form five flaps.
3. Choose five vocabulary words from *Henri's Scissors*. Write one word on the outside of each flap in the top triangle.
4. In the bottom triangle, under the word, draw a symbol or picture that will help remember the word. Open the flap and write the definition and a sentence.

Picture	Word	Picture	Word	Picture	Word	Picture	Word	Picture	Word
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## Mr. Cornell's Dream Boxes

HC: 9781442499003  
Ebook: 9781442499027



### ABOUT THE BOOK

Joseph Cornell created shadow boxes—boxes with a glass front for a viewer to look inside. He placed his dreams and memories inside these boxes. Using items he found while roaming around New York City, he filled the boxes with memories of things like the penny arcade, Coney Island, and a dancer in the snow. Mr. Cornell was an artist and a writer. He wrote about his thoughts and dreams in journals, filling more than 30,000 pages. Not only did he remember and value these memories, he loved to share them with children, his favorite audience. He even invited children to an exhibition of his work, where the boxes were placed at just the right height for young viewers.

This book celebrates the unique creativity of artist Joseph Cornell. As the author tells us:

“Mr. Cornell didn’t draw.”

“Mr. Cornell didn’t paint.”

“Mr. Cornell made shadow boxes with things he found while he roamed the city—Wonderlands covered in glass.”

The book ends by inviting children to share their dreams and memories, just the way Joseph Cornell did.

### DISCUSSION QUESTIONS/ACTIVITIES

#### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K–3.1), identify the main topic and key details that support it (RI.K–3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K–3.3).

1. What did Mr. Cornell do to share his dreams and memories?
2. What memories did he share?
3. How do you know he especially liked to share his memories with children?
4. Explain what the author means when she writes:  
“Mr. Cornell wouldn’t have noticed you looking in.  
He saw mostly dreams and memories,  
and he filled his boxes with them.”
5. Do you agree with Mr. Cornell that remembering is important? How do you collect your memories?
6. Students can create their own shadow boxes by following the lead of Joseph Cornell and Jeanette Winter. What does the book tell you about how Mr. Cornell created the boxes? Gather information in a chart like the one below:

#### How Mr. Cornell Made Shadow Boxes

- He used things he found when he roamed the city.
- He used dreams and memories.

Gather things from your neighborhood.  
Gather your dreams and memories.

Jeanette Winter cuts out figures and shapes to go with the things she collects.  
Cut out figures and shapes you can include with your collected items.

For inspiration, watch the following:

- Watch a slide show of Joseph Cornell’s boxes on the website of the Smithsonian Art Museum at [americanart.si.edu/exhibitions/online/cornell/imagination/cornell/index.html](http://americanart.si.edu/exhibitions/online/cornell/imagination/cornell/index.html)
- View a collection of Joseph Cornell’s boxes at the WebMuseum at [ibiblio.org/wm/paint/auth/cornell/](http://ibiblio.org/wm/paint/auth/cornell/)

After making your box, write a description of your dream or memory.

#### Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases used in a text (RI.K–3.4), think about the features of nonfiction text (RI.K–3.5), and distinguish between information provided by the illustrations and information provided by the words in a text (RI.K–3.7). The questions and activities below emphasize these understandings.

7. Have students make a list of important words and phrases used in the story. Here is a sample list:

Utopia Parkway	memories	exhibition	kitchen
shadow boxes	backyard	wonderlands	invite
roamed the city	upstairs window	dim light	
dreams	sweets	remember	

Then have them use the list to write a **twenty-word summary**, telling the most important information about *Mr. Cornell's Dream Boxes*.

Here is an example of a twenty-word summary: In his home on Utopia Parkway, Mr. Cornell made shadow boxes and wrote in his journal, sharing dreams and memories.

A reproducible handout for students can be found at [readingquest.org/pdf/sumitup.pdf](http://readingquest.org/pdf/sumitup.pdf)

8. Use the words listed above to make a *word splash*. Arrange these words randomly on a piece of paper. Have the students draw a line connecting two words they think “go together,” and use these words in a sentence. This can be done before reading the book or after reading. See the Word Splash Activity at the end of this section.

If the word splash is used *before reading*, have the students review their sentences after reading. If the information in a sentence is correct, label it true. If the information is incorrect, label it false and then correct it. If students cannot tell if a sentence is true or false because the book doesn't give that information, label the sentence with a ?

If the word splash is used *after reading*, all sentences should reflect the material in the book.

9. The Frayer Model is a graphic organizer that guides students to think more deeply about the meaning of selected vocabulary words. Students list the word and write (1) a definition, (2) facts about the word, (3) examples, and (4) non-examples.

The model looks like this:

WORD:	
Definition in your own words	Facts/Characteristics
Examples	Non-examples

Have students work together to complete a Frayer Model for the following words used in the book: exhibition, shadow box, wonderland.

A blank student handout and directions for making a folded Frayer Model can be found at the West Virginia Department of Education website at [wvde.state.wv.us/strategybank/FrayerModel.html](http://wvde.state.wv.us/strategybank/FrayerModel.html)

10. **How Words and Illustrations Work Together.**

• **From Memories to Shadow Boxes.** The words and illustrations work together to show how Mr. Cornell transformed his memories into shadow boxes that could be shared. Examine the following two-page spreads to show how the words and illustrations work together: a dancer in the snow; blowing bubbles; animals in the museum. The examples of the spreads are shown below.



For each two-page spread discuss these questions:

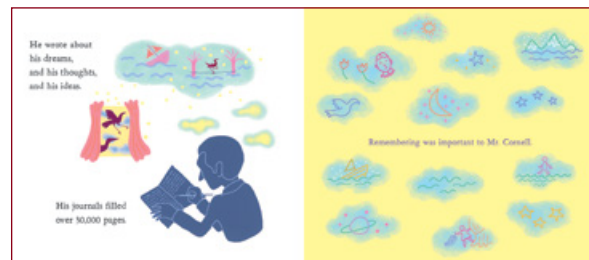
- (1) What information is provided by the words?
- (2) What information is provided by the illustrations?
- (3) How does the color of both the words and illustrations affect your understanding?

• **From Dreams, Thoughts, and Ideas to Words.**

Words and illustrations also work together to show how Mr. Cornell transformed his dreams, thoughts, and ideas into writing. Examine the two-page spread shown at right.

Discuss the following questions:

- (1) What information is provided by the words?
- (2) What information is provided by the illustrations?
- (3) How do words and illustrations work together to explain how Mr. Cornell filled his journal?



11. Read the Author's Note at the end of the book. What new information is given about Joseph Cornell? How do you know the author admires him?

Using the information in the book and the Author's Note, write a caption for each photograph. Explain what the photo shows about Joseph Cornell and his shadow boxes.

**Writing**

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K-3.1), to inform (W.K-3.2), and to explain a sequence of events (W.K-3.3).

12. What is your opinion of this book? Write about these features:
- Writing: Was it interesting? Easy to understand?
  - Illustrations: Were they interesting to look at? Did they help you understand the words?
  - Did you like learning about Joseph Cornell?
- Give reasons for your opinions. Use words like *because*, *for example*, and *since*.
13. Imagine that you are Joseph Cornell. Explain the steps you take to make your boxes. Draw and write about what you do.
14. Imagine that you were invited to Joseph Cornell's exhibition of shadow boxes. What would you say to him as you were looking at the boxes? How would he reply? Write a conversation that might have happened if you attended an exhibition of Joseph Cornell's boxes.

**Extending the Experience of Reading the Book**

15. Read books about other artists:
- *Henri's Scissors* by Jeanette Winter
  - *Georgia's Bones* by Jen Bryant
  - *My Name Is Georgia* by Jeanette Winter
  - *Action Jackson* by Jan Greenberg and Sandra Jordan
  - *Dreamer from the Village: The Story of Marc Chagall* by Michelle Markel
  - *Wanda Gág: The Girl Who Loved to Draw* by Deborah Kogan Ray
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  - *Biblioburro: A True Story from Colombia*
  - *The Librarian of Basra: A True Story from Iraq*
  - *Wangari's Trees of Peace: A True Story from Africa*
  - *The Watcher: Jane Goodall's Life with the Chimps*
  - *Emily Dickinson's Letters to the World*
  - *Sebastian: A Book about Bach*









## Malala: A Brave Girl from Pakistan/ Iqbal: A Brave Boy from Pakistan

HC: 9781481422949



### ABOUT THE BOOK

Two brave children from Pakistan—Malala Yousafzai and Iqbal Masih—spoke out against the unjust treatment they were receiving. They defied those who wanted to deny them their basic rights as children. Both received threats to their lives, and yet they continued to speak out. Both were shot. One died and the other, though seriously wounded, lived and continues to speak out against injustice. This book tells the gripping stories of these two children—Malala and Iqbal.

Malala wanted her education. When Taliban fighters insisted that girls should not go to school, she insisted on her right to an education. Again and again, she resisted the Taliban—even as threats turned into deeds and schools were burned and bombed. For speaking out, she was shot, but lived to tell her story to the world. She continues to do so, and in 2014, she was honored with the Nobel Peace Prize.

Iqbal wanted to be free, not forced to work each day in a carpet factory, chained to a loom. Yet since the age of four, when his parents took a twelve-dollar loan from the owner of a carpet factory, he was forced to work all day long to repay this money. It wasn't until he was ten years old that he learned that bonded slavery of children was illegal. At that time he began to speak out against bonded labor, despite the threats he received. He spoke in carpet factories in Pakistan and even took his message to America. Ultimately, he was shot and killed while riding his bicycle in Pakistan.

This book tells both children's inspiring stories. Readers see the power of bravery over injustice—how two children stood up to threats and violence to assert their rights. These are stories to remember.

### DISCUSSION QUESTIONS/ACTIVITIES

#### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K–3.1), identify the main topic and key details that support it (RI.K–3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K–3.3)

1. What does it mean to be *brave*? Both Malala and Iqbal showed that they are brave. Discuss the meaning of this word. Being brave means showing courage. Malala and Iqbal spoke out for what they thought was right, even when it was dangerous to do so. The opposite of being brave is being a coward, someone who is afraid to face danger. Fill in the word map handout at the end of this section to think more about the word *brave*. This word map can also be used for other words in the book, such as *injustice* and *inspiration*.  
Note to Teachers and Librarians: To learn more about using word maps, see [readingrockets.org/strategies/word\\_maps](http://readingrockets.org/strategies/word_maps)
2. Discuss the following questions about Malala.
  - What did the Taliban do to try to prevent the girls in the Swat Valley from going to school?
  - What did Malala do to show that she was not afraid?
  - What happened to Malala because she spoke out?
3. Discuss the following questions about Iqbal.
  - What did the boss of the carpet factory do to Iqbal?
  - What did Iqbal do to show that he was not afraid?
  - What happened to Iqbal because he spoke out?
4. Thinking about the stories of Malala and Iqbal.
  - How are the two stories similar?
  - How are they different?
  - What is important to remember about these stories?
5. Make a Venn diagram to show how stories of Malala and Iqbal are similar and how they are different. Some things to compare are:
  - The injustices they faced
  - What they did that was brave
  - Where they lived
  - What happened to them

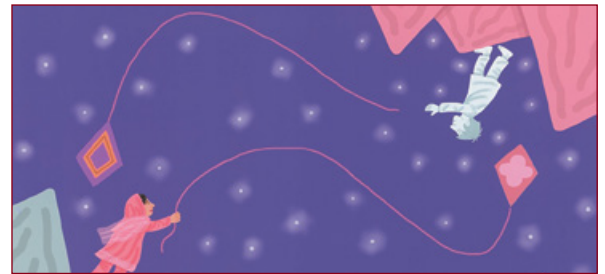
#### Craft and Structure

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases (RI.K–3.4), think about the features of nonfiction text (RI.K–3.5), and assess the author's point of view (RI.K–3.6). The questions and activities below emphasize these understandings.

6. After reading the Author's Note before Malala's and Iqbal's stories, discuss the following questions:
  - According to the author, in what ways are the stories of both children similar?
  - What additional information about Malala is given in the Author's Note that is not in the story?
  - What additional information about Iqbal is given in the Author's Note that is not in the story?
7. At the top of each Author's Note, Jeanette Winter wrote: *Two children from Pakistan spoke out against injustice in their world. Their bravery in the face of great danger is an inspiration to all who know their stories.* To inspire someone is to fill them with courage and bravery. To inspire someone can also cause a person to have strong feelings. Did Malala and Iqbal's stories inspire you? How do these stories make you feel?
8. Post these words on a word wall. After reviewing the meaning of each word or phrase, have students find two words that are connected or related and explain why they go together. Students can do this exercise orally or they can write and illustrate their responses.

WORDS TO CONNECT			
danger	injustice	inspiration	bonded
bravery	Taliban fighters	warnings	loom
speak out	outwit	extremists	Pakistan

9. On the page behind the title page, the author tells us that when she read about Malala being shot for speaking out for her right to an education, she thought of Iqbal who was also shot for speaking out. The two stories "came together" in her mind. The two-page illustration (shown at right) located between each story shows Malala and Iqbal reaching out to each other. He has let go of his kite, but it seems to be within her reach. Her kite is still flying. Ask students to closely examine this illustration and tell what they notice. Discuss how this illustration connects the two stories.
10. The author includes quotes by both Malala and Iqbal when explaining what happened to them. Tell what you think about each quote. How do these quotes help you understand how Malala and Iqbal were brave and unafraid to speak out? (See *Malala/Iqbal* Quotes and Thoughts Reproducible Sheet at the end of this section.) Additional quotes from Malala can be found at [brainyquote.com/quotes/authors/m/malala\\_yousafzai.html](http://brainyquote.com/quotes/authors/m/malala_yousafzai.html)
11. Many of the illustrations in the book have kites, but only Iqbal's story mentions them in words. On the first page he is holding a large kite while his parents are taking a loan of \$12 from the carpet factory owner. The words say, "Twelve dollars for a boy's freedom." On the second page, this idea is repeated. "No kites here!" the carpet boss bellows, as he pulls Iqbal into the dark factory. Examine other pages in both Iqbal's and Malala's stories to see how kites are used to suggest reaching for freedom and speaking out to demand basic rights. How does the kite help you understand the illustration?



### Writing

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K-3.1), to inform (W.K-3.2), and to explain a sequence of events (W.K-3.3).

12. The author tells us that Malala's and Iqbal's stories are an inspiration to everyone who knows them. They spoke up about injustices, and they put themselves in danger. Do you have strong feelings about what happened to Malala and Iqbal? Are these important stories to know? Write your opinion about these stories.
13. **Malala, a Brave Girl.** Imagine that you are one of Malala's classmates. You know she is a brave girl. You saw the things she did. You heard the things she said. Write about what you saw and heard. Draw some illustrations to show Malala as a brave girl.
14. **Iqbal, a Brave Boy.** Imagine you are one of the children working with Iqbal in the carpet factory. You saw the things he did. You heard the things he said. Write about what you saw and heard. Draw some illustrations to show Iqbal as a brave boy.

### Extending the Experience of Reading the Book

15. Watch the following videos of Malala:
  - Malala Yousafzai, 16, and Her Miraculous Story of Surviving Being Shot by the Taliban at [abcnews.go.com/WNT/video/malala-yousafzai-16-miraculous-story-surviving-shot-taliban-20550177](http://abcnews.go.com/WNT/video/malala-yousafzai-16-miraculous-story-surviving-shot-taliban-20550177)
  - Who is Malala Yousafzai? at [cbsnews.com/videos/who-is-malala-yousafzai/](http://cbsnews.com/videos/who-is-malala-yousafzai/) What new information do the videos provide about Malala?
16. Watch the following video of Iqbal:
  - Freedom Hero: Iqbal Masih at [vimeo.com/71446844](http://vimeo.com/71446844) What new information does this video provide about Iqbal?
17. Read additional books about Malala and Iqbal:
  - *Malala Yousafzai: Warrior with Words* by Karen Leggett Abouraya
  - *Dear Malala, We Stand with You* by Rosemary McCarney
  - *I Am Malala: How One Girl Stood Up for Education and Changed the World (Young Reader's Edition)* by Malala Yousafzai and Patricia McCormick
  - *Iqbal* by Francesco D'Adamo
  - *Iqbal Masih and the Crusaders Against Child Slavery* by Susan Kuklin
18. Read these other nonfiction picture books by Jeanette Winter:
  - *Biblioburro: A True Story from Colombia*
  - *Henri's Scissors*
  - *Nasreen's Secret School*
  - *Mr. Cornell's Dream Boxes*



## Quotes and Thoughts Activity

The author includes quotes by both Malala and Iqbal when explaining what happened to them. Tell what you think about each quote. How do these quotes help you understand how Malala and Iqbal were brave and unafraid to speak out?



### Quote from Malala—

“I have the right of education.  
I have the right to play.  
I have the right to sing.  
I have the right to talk.  
I have the right to go to market.  
I have the right to SPEAK UP.”

My thoughts:

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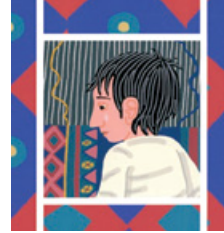
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### Quote from Iqbal—

“I would like to do what  
Abraham Lincoln did.  
I would like to do it in Pakistan.  
I would like to free children  
in bondage.”

My thoughts:

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**Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan**

By Jeanette Winter • Beach Lane Books • REPRODUCIBLE





## Word Map Activity

Can you fill in the word map?  
The first vocabulary word you can try is **BRAVE**.  
Your teacher may give you other words to try, too.

4

(synonym)

5

(antonym or "nonexample")

3

(the matching dictionary definition)

1

(Vocabulary Word)

6

(other forms of the word)

2

(sentence or phrase from the text)

8

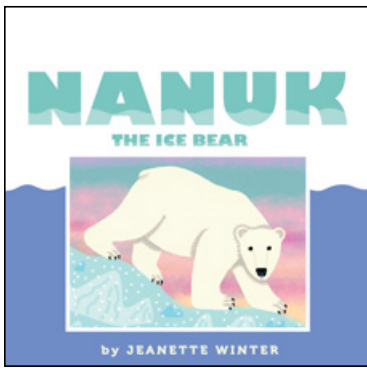
(my very own sentence)

7

(my association, example, or sketch)

**Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan**

By Jeanette Winter • Beach Lane Books • REPRODUCIBLE



## Nanuk the Ice Bear

HC: 9781481446679  
ebook: 9781481446686



### ABOUT THE BOOK

In the Arctic—at the top of the world—the life of an ice bear named Nanuk changes with the seasons. When the snow piles up and turns into glaciers and the top of the sea freezes, Nanuk hunts for food, sees another bear, and begins a courtship. Then, as the darkness of winter approaches, Nanuk makes a den underground where she waits for her cubs to be born, cares for them, and watches them grow. Finally, when summer sunlight returns, Nanuk and the cubs leave the den and she teaches them how to hunt, swim, and fish. After two or three summers, she will send them off on their own.

Nanuk continues to live a life of hunting, courtship, and raising her cubs. But what will happen now that the ice is melting and the sea is rising? This book celebrates the life of Arctic polar bears like Nanuk, while subtly raising the issue of global warming and its impact on life in the Arctic.

### DISCUSSION QUESTIONS/ACTIVITIES

#### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards (CCSS) for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K-3.1), identify the main topic and key details that support it (RI.K-3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K-3.3).

This book looks closely at the life of Nanuk, a polar bear living in the Arctic, and the threats to her way of life. During discussions of the questions below, encourage children to refer to both the illustrations and the written text when sharing information and ideas about Nanuk's life.

1. Where does Nanuk live? How do you know?
2. What is the weather like at the top of the world?
3. What happens to the snow as it piles up on the mountains?
4. When Nanuk is hungry, what does she do?
5. Why does Nanuk make a winter den? What does the den look like?
6. How does Nanuk care for her cubs? What does she teach them?
7. How is Nanuk's world changing? How could these changes affect Nanuk?
8. What questions do you have about Nanuk's life? Begin your questions with words like *Who? What? When? Where? Why?* and *How?* Write questions about:
  - living at the top of the world
  - hunting
  - courting
  - swimming
  - making a den
  - raising cubs

With a partner, see how many of these questions can be answered using the book *Nanuk the Ice Bear*. Practice asking and answering them. Which questions require research? See if you can find the answers by looking on the Internet and in other books. A good book to use is *Ice Bear* by Nicola Davies. You can watch a video of the author reading this book at [YouTube.com/Watch?v=lg5se\\_vtQO4](https://www.youtube.com/watch?v=lg5se_vtQO4).

## Craft and Structure

To appreciate craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases used in a text (RI.K-3.4), think about the features of nonfiction text (RI.K-3.5), assess the author's point of view (RI.K-3.6), and distinguish between information provided by the illustrations and information provided by the words in a text (RI.K-3.7). The questions and activities below emphasize these understandings.

9. **Be a Word Detective: Figure Out Word Meanings** (See the Meaning and Context Activity at the end of this section.) The author uses both illustrations and words to explain the meanings of words the reader might not know. Have the students use the clues in the illustrations and the words to figure out the meaning of each underlined word. After a class discussion, have them revise the definitions if necessary.
10. **Practice Using Vocabulary Words: Using the Frayer Model**  
Have students further develop their understanding of vocabulary words by completing a Frayer model chart for selected vocabulary words in the book. (See the Nanuk Fourfold Vocabulary Activity)
11. **One Sentence, Multiple Illustrations.** Sometimes a sentence has so much information it can be cut into two or three pieces. These pieces are placed on different pages and each piece gets its own illustration. Look at the examples from the book. (See the Nanuk One Sentence, Multiple Illustrations Activity) Discuss the following questions:  
How do you know that this is all one sentence?  
What information is given in the words?  
What additional information is given in the pictures?
12. **Dreaming.** At the end of the book, there are pictures of Nanuk dreaming. A “dream bubble” over her head shows what she is dreaming. (See Nanuk’s Dream Activity)

## Integration of Information

The questions and activities below address the CCSS for analyzing how two or more texts address similar themes or topics (RI.K-3.9).

13. After reading *Nanuk the Ice Bear*, watch polar bears on the ice and learn more about them by visiting the “Polar Bears for Kids” page off the Polar Bears International website at [PolarBearsInternational.org/For-Students/Polar-Bears-for-Kids](http://PolarBearsInternational.org/For-Students/Polar-Bears-for-Kids).
  - Read the information offered and watch three short videos featured in the “Related Media” sidebar.
  - “**The Polar Bear Song**” shows polar bears in the Arctic and how global warming is impacting their lives.
  - “**Polar Bears: By the Numbers**” gives information about polar bear size, growth, distances they can travel, length of swims, and more.
  - “**Polar Bear Adaptations**” explains how the polar bear’s sense of smell, eyesight, claws, teeth, and fur help them survive in the Arctic.

Have students discuss how the information provided by this website helps them understand the book. Discuss these questions:

- What information provided in the article and videos is similar to the information in *Nanuk the Ice Bear*?
- What information is different?



## WRITING

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K-3.1), to inform (W.K-3.2), and to explain a sequence of events (W.K-3.3).

14. **Writing a List Poem.** A list poem is a list of items, introduced by a line or two and ended by a line or two. The list fits in between. This list should include interesting, descriptive items and details. Work with students to write a list poem about *Nanuk the Ice Bear*. Consider using some of the words and phrases in the book as part of your poem. Here is an example of a list poem that describes the Arctic setting:

### In the Arctic

I open my eyes and see:  
layers of snow  
glaciers slowly sliding  
frozen sea ice  
a quiet world  
a white world  
a world of life  
At the top of the world.

Consider writing a list poem about “Things to Do If You Are an Ice Bear,” or make up your own topic.

15. **Write a Poem of Address.** A poem of address allows you to write directly to an animal like Nanuk or her cubs. You can ask questions, make observations, and share thoughts. You can even have the animal answer you! Try writing a poem addressed to Nanuk. Here’s an example:

### Nanuk

How does it feel to be in your den,  
Snuggling close to your cubs,  
Dreaming peacefully under the ice,  
Waiting for the sunny day?

Nanuk, when you leave your den  
Your cubs will be ready to  
Swim in the sea and hunt for seals.  
They will be independent ice bears.

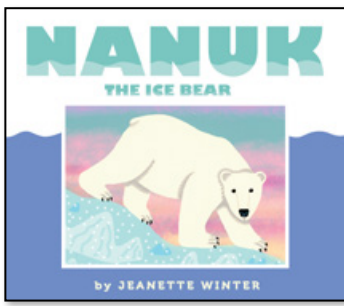
16. **Writing an Explanation.** Explain what Nanuk does to take care of her cubs and get them ready to live on their own. How is that similar to how your family takes care of you? How is it different?
17. **What Do You Think?**  
The author tells us:
- The ice is melting.
  - The sea is rising.
  - Soon there will be no place to hunt.

What do you think will happen to Nanuk as this happens? Explain why. Write down your thoughts.

## EXTENDING THE EXPERIENCE OF READING THE BOOK

18. Read other books about polar bears:  
*Polar Bears* by Gail Gibbons  
*Polar Bears* by Mark Newman  
*Amazing Animals: Polar Bears* by Valerie Bodden  
*Ice Bear* by Nicola Davies
19. Read other books by Jeanette Winter:  
*Biblioburro: A True Story from Colombia*  
*Henri’s Scissors*  
*Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan*  
*Mr. Cornell’s Dream Boxes*  
*Nasreen’s Secret School: A True Story from Afghanistan*
20. Check out the National Geographic Kids website at [Kids.NationalGeographic.com/search-results/?q=polar%2520bears](https://kids.nationalgeographic.com/search-results/?q=polar%2520bears) to watch a polar bear webcam and other videos of polar bears.





## Meaning and Context Activity

Sometimes you can figure out the meaning of vocabulary words and phrases by using the context. That is, you look for clues in other nearby words. See if you can figure out the meaning of each underlined word or phrase in the sentences below. If you need more room to write, you can continue your answers on the back of the sheet.



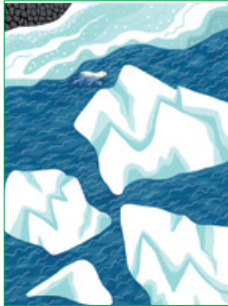
1.

**1. Layers of snow freeze into icy glaciers that cover the bare mountains.**

What I think glaciers means: \_\_\_\_\_

Clues from the sentence: \_\_\_\_\_

Clues from the picture: \_\_\_\_\_



2.

**2. Great chunks of the glacier break away and become icebergs that float out to sea.**

What I think icebergs means: \_\_\_\_\_

Clues from the sentence: \_\_\_\_\_

Clues from the picture: \_\_\_\_\_



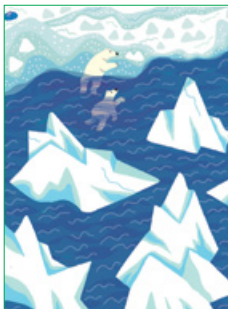
3.

**3. She climbs up high to his perch.**

What I think perch means: \_\_\_\_\_

Clues from the sentence: \_\_\_\_\_

Clues from the picture: \_\_\_\_\_



4.

**4. Later they swim back to the sea ice.**

What I think sea ice means: \_\_\_\_\_

Clues from the sentence: \_\_\_\_\_

Clues from the picture: \_\_\_\_\_



5.

**5. When the long night of winter begins, Nanuk digs alone through the ice and snow to make her winter den.**

What I think winter den means: \_\_\_\_\_

Clues from the sentence: \_\_\_\_\_

Clues from the picture: \_\_\_\_\_



6.

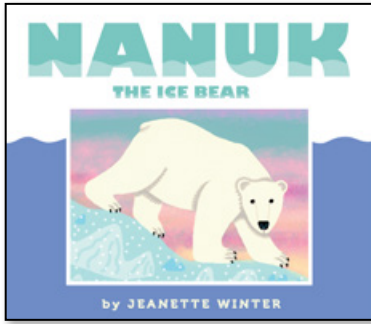
**6. Then she returns to her solitary life.**

What I think solitary means: \_\_\_\_\_

Clues from the sentence: \_\_\_\_\_

Clues from the picture: \_\_\_\_\_


### Nanuk The Ice Bear

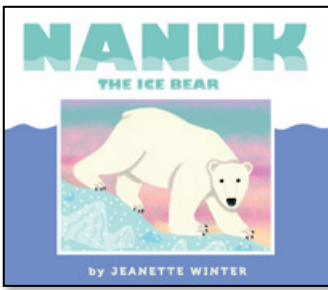


## Fourfold Vocabulary Activity

In column one, read the word. In column two, tell what the word means. In column three, draw a picture to illustrate the word. In column four, use the word in a sentence.

See the example below for the word “glacier.”

Word	Definition	Picture	Sentence
glacier	A glacier is a large covering of ice created when snow falls and freezes. Glaciers on mountains can move very slowly, sliding into the sea.		Nanuk walked along the glacier that covered a mountaintop.
icebergs			
perch			
sea ice			
winter den			

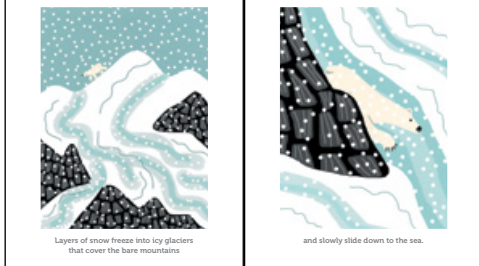


## One Sentence, Multiple Illustrations

Sometimes, a sentence has so much information it can be cut into two or three parts. In *Nanuk the Ice Bear*, these parts are placed on different pages and each part has its own illustration. Look at the examples below.

Now, write your own sentence about Nanuk, making sure to write the sentence underneath the dotted lines in the below boxes. Then, break up your sentence by cutting the boxes into two or three parts. Make sure to draw an illustration for each part of your sentence.

Example #1



Example #2

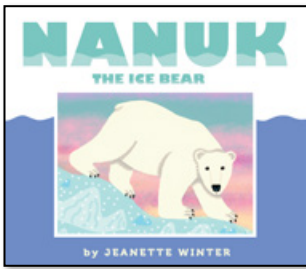


Draw here

Write here

Draw here

Write here



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## Nanuk's Dream Activity

Draw a picture of what Nanuk is dreaming inside her "Dream Bubble."  
Then write about the dream and what it means to her.

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## The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid

HC: 9781481446693  
Ebook: 9781481446709



### ABOUT THE BOOK

Zaha Hadid (1950—2016) grew up in Baghdad, Iraq, where she carefully observed her surroundings. She saw ancient ruins, watched rivers flowing through the tall marsh grass, and felt the wind blowing over and around sand dunes. These images stayed with her as she moved to London to study architecture, and later when she designed buildings.

Declaring that “the world is not a rectangle,” she showed that buildings did not have to have square corners. Instead, Zaha created buildings based on her memories of life in Iraq as well as her observations of the natural world—of shells, pebbles in a stream, and stars in the night sky. The buildings she designed can be seen in countries around the world. Today Zaha Hadid is remembered as a creative architect and an original thinker.

In telling Zaha’s story, author and artist Jeanette Winter combines vivid language and artwork detailing the growth and development of Zaha’s creative ideas. The result is a compelling portrait of an award-winning architect known for her originality and drive to succeed.

### DISCUSSION QUESTIONS/ACTIVITIES

#### Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards (CCSS) for reading informational text (RI) that ask children to ask and answer questions about a text and draw inferences from the text (RI.1–5.1), identify the main topic and key details that support it and summarize the text (RI.1–5.2), and describe the relationship between a series of events, concepts, or ideas (RI.1–5.3).

1. What things did Zaha see growing up in Baghdad that she later remembered when she began designing her own buildings?
2. Why did Zaha’s buildings look different from most others?
3. The author describes Zaha this way:
  - A person with lots of ideas
  - A hard worker
  - Strong as iron
  - Always thinking

What evidence does she give that shows Zaha has these qualities?

4. The author includes quotes by Zaha that explain her thoughts. Complete the “Zaha’s Thoughts Activity” to write *your* thoughts. (See the reproducible activity at the end of this section.)
5. Look closely at the illustrations of several of Zaha’s buildings. Describe her building that dances like grass, her desert building, and her idea for a stadium. How do these buildings show what Zaha saw in nature?
6. Examine Zaha’s designs for a stalactite sculpture and an iceberg seat. How do these items—just like her building designs—show what Zaha saw in nature?
7. Imagine that you could interview one of the people mentioned in the book. What questions would you ask? List questions for the following people:
  - Zaha Hadid
  - One of the architect judges who chose her design as best
  - One of the city committee members who refused to build Zaha’s design
8. Think about the title of the book, *The World Is Not a Rectangle: A Portrait of Architect Zaha Hadid*. Why do you think the author used one of Zaha’s quotes as the main title? Why do you think the author called her book a portrait?

## Craft and Structure

To learn about craft and structure, the Common Core State Standards asks us to help students learn and understand vocabulary words and phrases (RI.1–5.4), think about the features of nonfiction text (RI.1–5.5), and assess the author’s point of view (RI.1–5.6). The questions and activities below emphasize these understandings.

9. **Looking Closely at Interesting Sentences.** What makes readers pay attention to an author’s writing? It could be the descriptive words and phrases the author uses, the rhythm or sound of the sentences when read aloud, or the new information presented. (See the “Looking Closely at Interesting Sentences Activity” to evaluate some interesting sentences from the book, at the end of this section.)
10. **Looking Closely at Illustrations.** As Zaha’s ideas are accepted and her designs are used for buildings all over the world, the illustrations in the book become larger and larger. The illustrations are spread out, covering two pages instead of one. This shows the growing influence of her ideas. (See the “Words and Illustrations Activity” that focuses on the words and illustrations of some of these key spreads in the book, at the end of this section.)
11. **The World Is Not a Rectangle: A Key.** Find the key at the back of the book. It shows small reproductions of the illustrations of the buildings Zaha designed. The key tells you: (1) the names of the buildings and (2) where they are located.

Use a world map to find out where buildings mentioned in the book are located. Download pictures of these buildings from the Internet or draw your own pictures. On a bulletin board or poster, attach a string from your illustrations to the country in which it is located. What do you notice about where the buildings are located?

A world map can be downloaded at [FreeWorldMaps.net/Countries/](http://FreeWorldMaps.net/Countries/) and you can also Google photographs of Zaha Hadid’s buildings.

12. **Author’s Note.** Read the author’s note at the end of the book. Discuss the additional information the author gives you:
  - Additional quotes from Zaha Hadid
  - How the author felt when she first saw photos of Zaha Hadid’s designs
  - Additional information about Zaha Hadid

How do you know the author admires Zaha Hadid’s work?

## WRITING

Common Core State Standards emphasizes writing informative, explanatory, and argumentative text. The writing activities below provide experience writing to give an opinion piece and supporting it with reasons and information (W.1–5.1), to inform and explain (W.1–5.2), and to explain a sequence of events (W.1–5.3).

13. **Creating a Bio Cube.** A Bio Cube provides students with an opportunity to outline a person whose biography they may have just read. In this case, students can create a bio cube with information about Zaha Hadid. (Use the Planning Sheet: Bio Cube to decide what information and illustrations to include on the cube. Then have students transfer the information to the blocks on the Create-Your-Own Bio Cube Activity at the end of this section.)
14. With a partner, have a *written conversation* about Zaha and her work. Instead of talking, write down your thoughts and ideas and then respond to your partner’s comments. Here are some topics you could write about:
  - What you learned about Zaha’s designs
  - Your thoughts about one or more of Zaha’s designs
  - Why you think Zaha eventually succeeded in getting her designs accepted
  - One of her quotes
  - Words you think best describe Zaha
15. Download several photographs of Zaha’s buildings from the Internet. After closely examining one of the buildings, write a description of it. Many photographs are available on Google.

After you write your description, see if your classmates can tell which building you are describing.

16. Was Zaha right to design such unusual buildings and to keep going even when her ideas were not accepted? Give your opinion. Then give the reasons for your opinion.

## EXTENDING THE EXPERIENCE OF READING THE BOOK

17. Watch the following videos about Zaha Hadid’s work:
  - View “Top Ten Buildings of Zaha Hadid” at [YouTube.com/Watch?v=bfDsFv53aEc](https://www.youtube.com/watch?v=bfDsFv53aEc)
  - View “Zaha Hadid: A Life in Projects” at [YouTube.com/Watch?v=qDxzKn\\_t4Mc](https://www.youtube.com/watch?v=qDxzKn_t4Mc)
18. Read these other nonfiction picture books by Jeanette Winter:
  - *Biblioburro: A True Story from Colombia*
  - *Henri’s Scissors*
  - *Nasreen’s Secret School: A True Story from Afghanistan*
  - *Malala: A Brave Girl from Pakistan/Iqbal: A Brave Boy from Pakistan*
  - *Mr. Cornell’s Dream Boxes*



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## Zaha's Thoughts Activity

The author includes quotes by Zaha Hadid that highlights some of her thoughts and ideas. React to each quote, and write what you think about her words. How do they help you understand Zaha's life and her work? If you need more room to write, you can continue your answers on the back of the sheet.

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**“The world is not a rectangle.”**

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**“You should do what you like.”**

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**“I cannot stop thinking.”**

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**“I still believe in the impossible.”**

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**“The beauty of the landscape—where sand, water, reeds, birds, buildings, and people all somehow flow together—has never left me.”**

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## Looking Closely at Interesting Sentences Activity

What makes readers pay attention to an author's writing? It could be the descriptive words and phrases, the rhythm or sound of the sentences when read aloud, or the new information presented. Examine each of the sentences below and write down what you notice. What makes each sentence interesting to read?

---

**Her buildings swoosh and zoom and flow and fly.**

What I notice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Zaha remembers the grasses in the marshes swaying and sees tall buildings dancing like grass.**

What I notice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Hadid means iron in Arabic, and Zaha is strong as iron.**

What I notice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Zaha looks at shells and cradles her stadium like a cocoon.**

What I notice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Inside the opera house, a singer is the pearl in the oyster shell.**

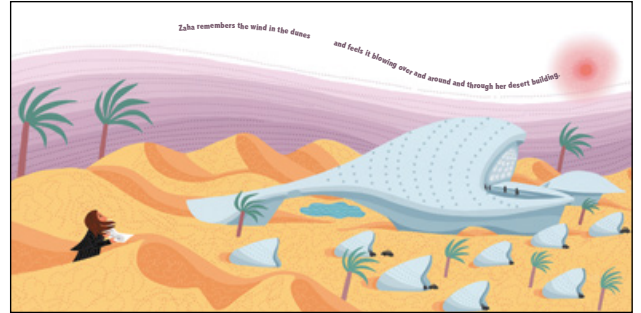
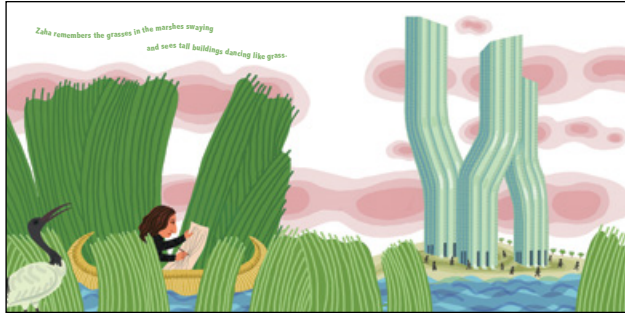
What I notice: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Words and Illustrations Activity

Look closely at the illustrations and the words below.  
 For each of the two-page spreads, answer the following questions:  
**How did Zaha get the idea for the building she designed?**  
**What do you notice about how the building looks?**  
**What information did you learn from the words?**  
**What information did you learn from the illustrations?**




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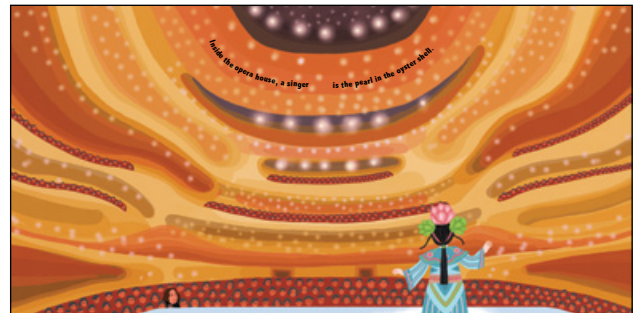
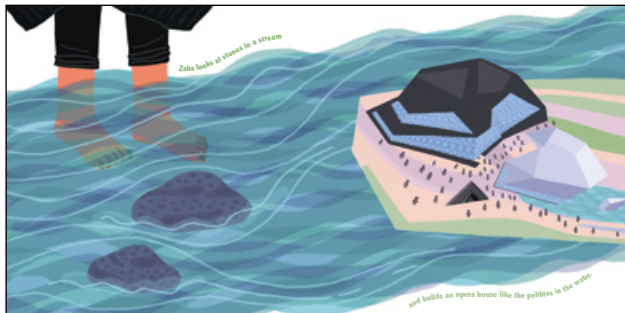
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## Zaha Hadid Bio Cube Activity: Planning Chart

Fill out the chart below to decide what information and illustrations you want to include on your Bio Cube. Then, go to the next page to enter your information onto the six sides, and follow the instructions to finish the cube.

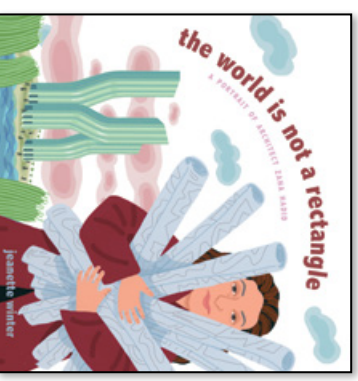
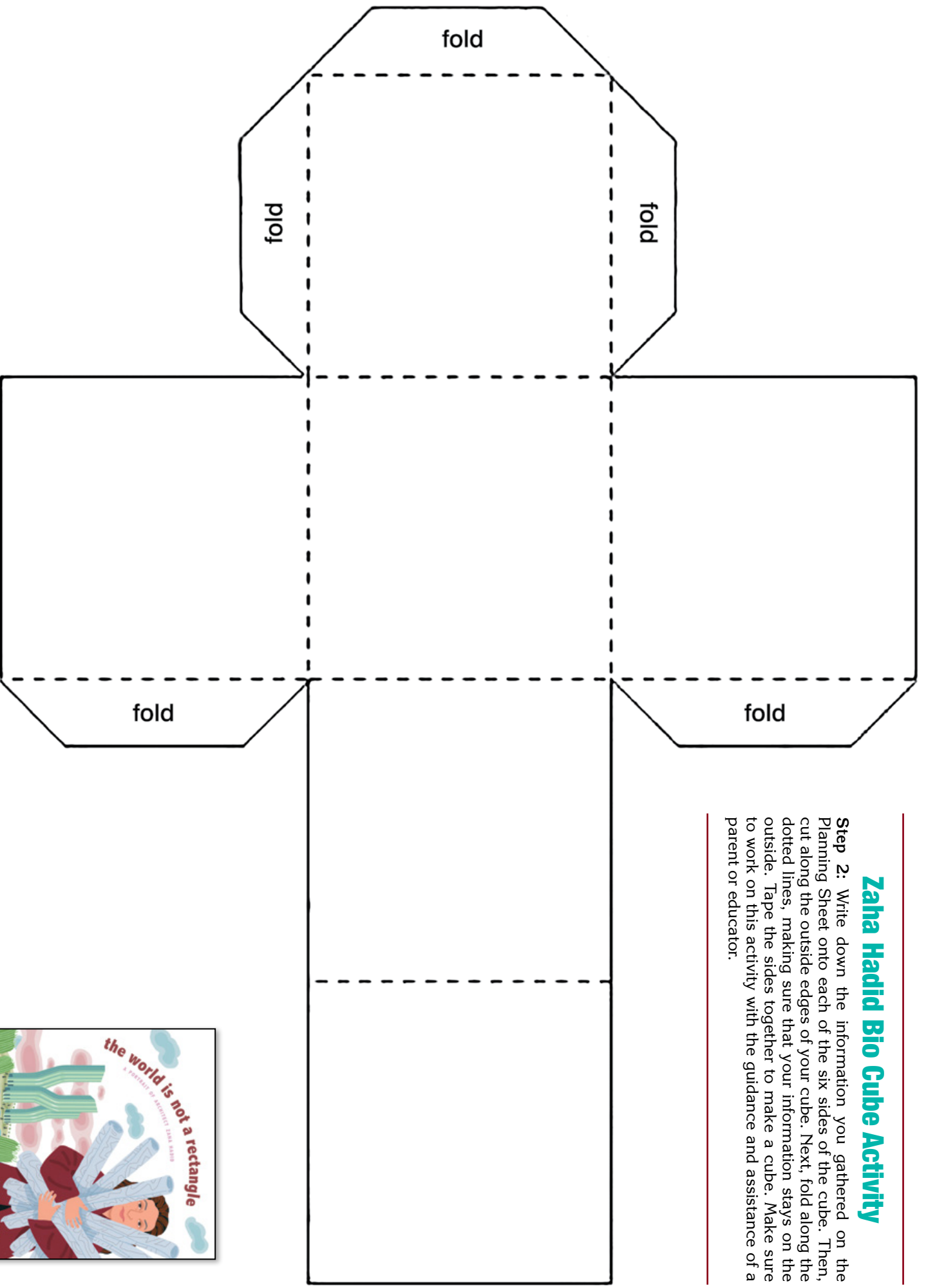
**Step 1:** Fill out the chart below to decide what information and illustrations you want to include on your Bio Cube.

Side of Cube	Information to Include	Information about Zaha Hadid
1	What Zaha learned while growing up in Iraq	
2	A quote from Zaha	
3	Another quote from Zaha	
4	A sketch of one of her designs	
5	Another sketch of one of her designs	
6	Two words that describe Zaha	



## Zaha Hadid Bio Cube Activity

**Step 2:** Write down the information you gathered on the Planning Sheet onto each of the six sides of the cube. Then, cut along the outside edges of your cube. Next, fold along the dotted lines, making sure that your information stays on the outside. Tape the sides together to make a cube. Make sure to work on this activity with the guidance and assistance of a parent or educator.





HC: 9781481469135  
EB: 9781481469142

“A beautifully told introduction to a difficult subject.”

—Kirkus Reviews (starred review)

“The...tone is spot-on, cultivating both curiosity and unease....Expect plenty of questions after sharing this with children.”

—Booklist (starred review)

“Sure to spark conversation about ethics and the use of nuclear weaponry, this powerful book demands a wide readership.”

—Publishers Weekly (starred review)

“Adults tasked with shepherding youth of all ages through the darkest episodes of history will appreciate so moving and versatile a guide.”

—BCCB (starred review)

“The text itself, concise and thorough, stands on its own, its dispassionate accounting just the right counterpoint to the contained terror in the art.”

—The Horn Book (starred review)



## ABOUT THE BOOK

In 1943 scientists were secretly researching and experimenting in a remote setting in New Mexico. They were in a rush to create an atomic bomb to be used against our enemies during World War II. This book captures the atmosphere created by the government-imposed secrecy surrounding this project and the scientists’ race against time in an effort to build what was referred to as the “Gadget.”

The words and illustrations contrast life outside the laboratory—a quiet, peaceful world—with life inside the laboratory—a place where the “shadowy figures” work day and night on a secret project. Finally, after two years of intensive work, the “Gadget” was completed, transported to a wide-open desert area, and tested to see if it worked. A dramatic sequence of illustrations at the end of the book reveals its enormous power.

Author Jonah Winter and illustrator Jeanette Winter strip this important story of the historical rationalizations and context in which it’s usually placed, leaving behind a simple depiction of what these government-hired scientists created and the secrecy in which they created it. An author’s note by Jonah Winter provides additional information and voices the hopeful possibility of a world without nuclear weapons.

# DISCUSSION QUESTIONS/ACTIVITIES

## KEY IDEAS AND DETAILS

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that ask children to ask and answer questions about key details in a text (RI.K–3.1), identify the main topic and key details that support it (RI.K–3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K–3.3).

1. Where does this story begin? How does the author describe this place? What does the illustrator show you about this place?
2. How does this setting change once the secret project begins?
3. What is the secret project? What are the secrets the government is keeping?
4. As the secret project continues, the author and illustrator compare life inside the laboratory with life outside the laboratory. What is life like inside the laboratory? What is life like outside the laboratory?
5. Who are the shadowy figures? How do they behave inside the laboratory? How do they behave outside the laboratory?
6. What happens once the “Gadget” is completed? How do you think this invention has changed the world?
7. If you could interview the following people, what questions would you ask? With a partner, write down these questions. Then take turns asking and answering your questions.

Here are the people to interview:

- The principal of the boys’ school who received a letter from the United States government
  - A boy who attended the school
  - A scientist who worked on the secret project
  - A worker brought to the laboratory
  - An artist living outside the laboratory
  - A Native-American living in the area
  - A US government official in charge of the secret project
  - A New Mexico resident whose health was affected by the explosion
  - A Japanese survivor of Hiroshima or Nagasaki
8. After reading this book, what questions do you have about the secret project? What would you like to know? Make a list of questions and select one or more to research.



## CRAFT AND STRUCTURE

To learn about craft and structure, the Common Core State Standards asks us to help students learn and understand vocabulary words and phrases (RI.K–3.4), think about the features of nonfiction text (RI.K–3.5), and assess the author’s point of view (RI.K–3.6). The questions and activities below emphasize these understandings

### 9. Using Repetition for Emphasis.

The author repeats words and phrases like *secret*, *shadowy figures*, and *the clock is ticking* to show that they are important and should be remembered. Read aloud the examples below. Discuss how repetition works to emphasize an idea.

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### REPETITION OF “SECRET/THEIR SECRET INVENTION”

#### EXAMPLE #1

“From the far corners of the earth, the scientists are driven to this **secret** location which has no name, which does not even officially exist.”

#### EXAMPLE #2

“What they are trying to invent is so **secret**, they cannot even call it by its real name.”

#### EXAMPLE #3

“These great scientists must complete **their secret invention** before any other scientists complete **their secret invention**.”

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### REPETITION OF “SHADOWY FIGURES”

#### EXAMPLE #1

“Meanwhile, inside the laboratory, the **shadowy figures** are getting closer to completing their secret invention.”

#### EXAMPLE #2

“The **shadowy figures** are making calculations that will help them create something gigantic . . . out of something tiny.”

### EXAMPLE #3

“Sometimes the shadowy figures emerge from the shadows, pale and tire and hollow-eyed, and go to the nearby town.”

### EXAMPLE #4

“Back in the laboratory, the shadowy figures return to their work.”

## REPETITION OF “THE CLOCK IS TICKING”

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### EXAMPLE #1

“The clock is ticking.

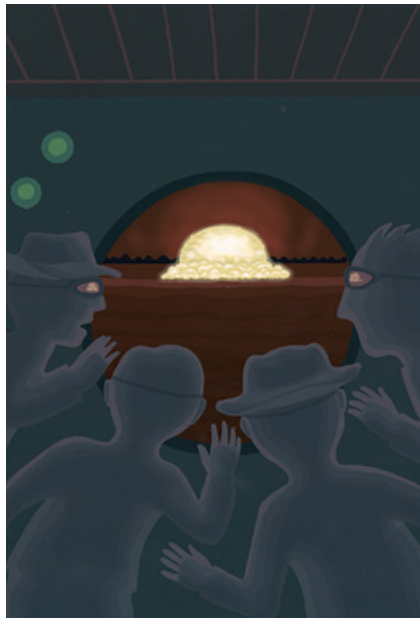
These great scientists must complete their secret invention . . .”

### EXAMPLE #2

“The clock is ticking.

Only a little more research is needed.”





10. **Examining the Ending: The Illustration Sequence.**

Toward the end of the book, the scientists take the secret “Gadget” to a wide-open space in order to test it. As the scientists watch from a safe distance, the countdown begins.

Examine the ending. Beginning with the illustration of the scientists looking on from a safe distance, discuss what you notice about the words and the illustrations that follow. Discuss what you notice about the following:

- The colors used
- The way the words are written
- What the illustrations show
- The two “black” pages at the end

Why do you think the book ends with illustrations but no words?

11. **Categories and Labels.**

Several words used in *The Secret Project* “go together” because they are about the same thing. See the activity on page 11.

12. **Author’s Note.**

Read the author’s note at the end of the book. Discuss the additional information the author shares about these topics: (1) the secret location, (2) the scientists who worked on the secret project, (3) the effects of the test explosion, (4) the reason why the project was kept secret, (5) where the US dropped atomic bombs, and (6) the effects of dropping these bombs.



**13. The Author and Illustrator’s Point of View and Your Point of View.**

What does the author think about the secret project? Look at the dedication of the book. It says, “For the peacemakers.” Look at the last two sentences of the author’s note. It says, “However, as of 2016, there are 15,700 nuclear weapons still in existence throughout the world. Hopefully, some day that number will be zero.”

Think about the illustrations. What does the illustrator think about the secret project? How do you know?

After reading and thinking about this book, what do you think? Share your thoughts by creating a thirty-second radio spot providing your view of the secret project. Write a script, giving your thoughts, and then record it and share it.

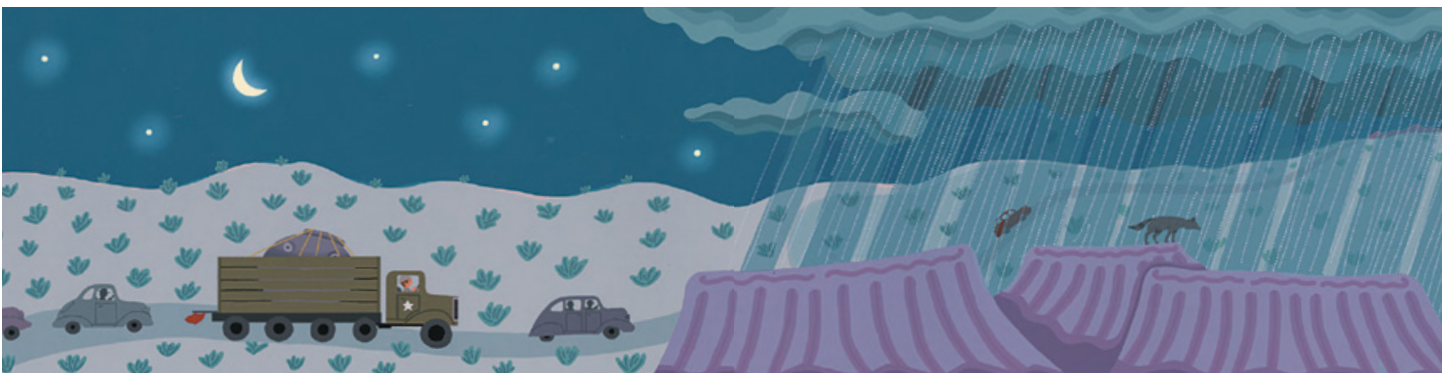
## INTEGRATION OF INFORMATION

The Common Core State Standards ask students to use both the illustrations and details to describe key ideas and to show how images contribute to and clarify a text (e.g., where, when, why, and how key events occur). (RI.1–4.7).

**14. Words and Illustrations Working Together.**

In the book, the words and the illustrations work together to help you understand what is happening both outside and inside the laboratory. Some information is only given in the words. Other information is only given in the illustrations. Together, these words and illustrations help you understand the story.

See page 12 for an activity on how words and illustrations work together.





## WRITING

The Common Core State Standards emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K–3.1), to inform (W.K–3.2), and to explain a sequence of events (W.K–3.3).

### 15. Writing a Summary.

Provide each pair of students with a blank piece of paper and have them fold this paper into six equal parts. Review the events of *The Secret Project*. Then have each pair of students decide on the six most important events and illustrate each one with a mix of words and illustrations. After finishing the illustrations, have each pair write a summary of the book.

### 16. Writing from a Different Point of View.

What if the story were told from a different perspective? Try writing the story as if a scientist or the principal of the boys' school or a government official in charge of the secret project or someone living in a nearby town who saw the scientists told it. Think about the thoughts and observations they could share.

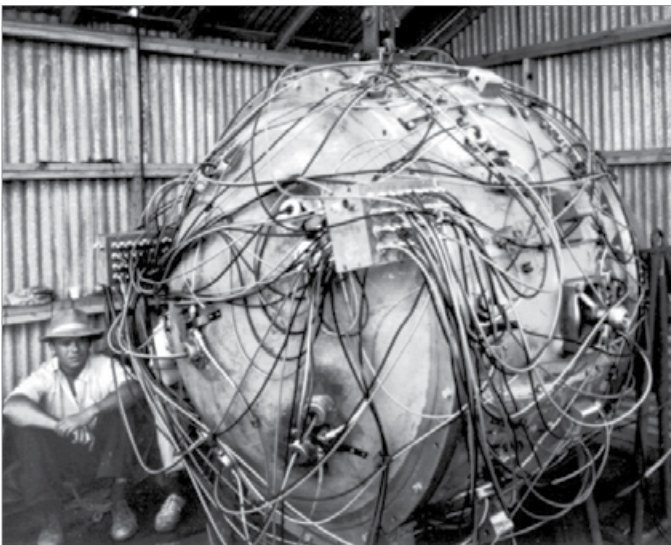
### 17. Writing About a Historical Photograph.

Look closely at one of the photographs of the “Gadget” on Google. Two of these photographs can be found below. Imagine that the people in each photograph could talk. Write down their conversation about the “Gadget.” Or write a description of the “Gadget,” explaining what it looks like.

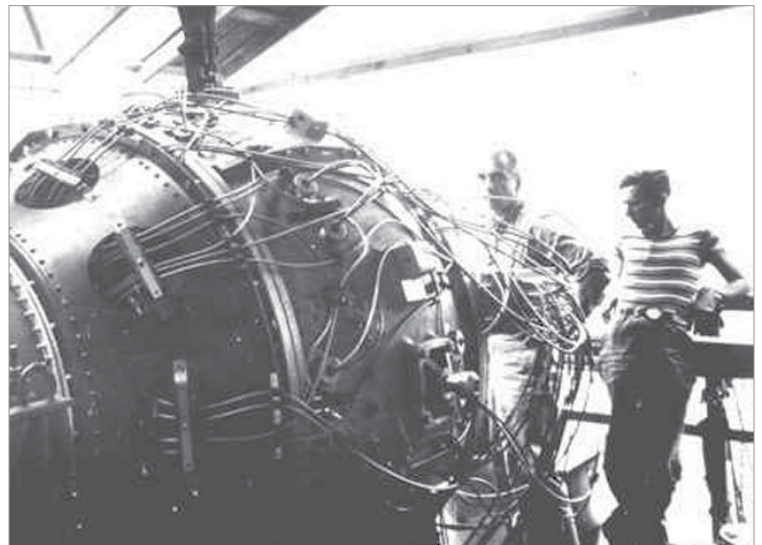
### 18. Giving Your Opinion.

In a 2009 interview in *Book Links* magazine, the author said: “I write about things that are important to me and important to the world, and I can think of nothing more important to me or to the world than peace.”

What is your opinion? Is peace the most important thing to the world? Is it the most important thing to you? What makes you think so? Write down your thoughts.



<https://www.osti.gov/opennet/manhattan-project-history/images/GadgetLarge.jpg>



<http://www.globalsecurity.org/wmd/systems/images/gadget-ready.jpg>



## EXTENDING THE EXPERIENCE OF READING THE BOOK

19. **Text-to-Text Connection.** In *The Secret Project*, author Jonah Winter writes the following: “Outside the laboratory, not far away, artists are painting beautiful paintings.” The illustrator, Jeanette Winter, shows artist Georgia O’Keeffe painting the mountain scenery, but she is not mentioned in the book. Jeanette Winter has written a picture book biography of O’Keeffe entitled *My Name Is Georgia*. Read this book to find out more about Georgia O’Keeffe. Also, compare the illustrations in *The Secret Project* and *My Name Is Georgia*. How are they similar? How are they different?

You can listen to *My Name Is Georgia* and see the illustrations at <https://www.youtube.com/watch?v=hyKvDJug70E>

20. Read other books by Jonah Winter:

- *You Never Heard of Sandy Koufax?!* Illustrated by Andre Carrilho
- *You Never Heard of Willie Mays?!* Illustrated by Terry Widener
- *Hillary* Illustrated by Raul Colón
- *Lillian’s Right to Vote* Illustrated by Shane W. Evans
- *How Jelly Roll Morton Invented Jazz* Illustrated by Keith Mallett
- *The Founding Fathers!* Illustrated by Barry Blitt
- *Here Comes the Garbage Barge!* Illustrated by Red Nose Studio
- *Jazz Age Josephine* Illustrated by Marjorie Priceman
- *Born and Bred in the Great Depression* Illustrated by Kimberly Bulcken Root
- *Sonia Sotomayor* Illustrated by Edel Rodriguez
- *Barack* Illustrated by AG Ford
- *The Fabulous Feud of Gilbert and Sullivan* Illustrated by Richard Egielski
- *Diego* Illustrated by Jeanette Winter
- *Dizzy* Illustrated by Sean Qualls
- *Frida* Illustrated by Ana Juan
- *Steel Town* Illustrated by Terry Widener
- *The Secret World of Hildegard* Illustrated by Jeanette Winter
- *My Name Is James Madison Hemings* Illustrated by Terry Widener

21. Read other books by Jeanette Winter:

- *The Librarian of Basra: A True Story from Iraq*
- *Nasreen's Secret School: A True Story from Afghanistan*
- *Malala, a Brave Girl from Pakistan/Iqbal, a Brave Boy from Pakistan*
- *Cowboy Charlie: The Story of Charles M. Russell*
- *Nanuk the Ice Bear*
- *Mr. Cornell's Dream Boxes*
- *Follow the Drinking Gourd*
- *Henri's Scissors*
- *Biblioburro: A True Story from Colombia*
- *The Watcher: Jane Goodall's Life with the Chimps*
- *Wangari's Trees of Peace: A True Story from Africa*
- *My Name Is Georgia: A Portrait*
- *Emily Dickinson's Letters to the World*
- *Sebastian: A Book About Bach*
- *The Tale of Pale Male*

22. Begin an author study of Jonah Winter and/or Jeanette Winter. You can find suggested activities for how to do so by visiting

[SimonandSchusterPublishing.com/thebookpantry/assets/nonfiction-author-studies.pdf](http://SimonandSchusterPublishing.com/thebookpantry/assets/nonfiction-author-studies.pdf)



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Guide written in 2016 by Myra Zarnowski, a professor in the Department of Elementary and Early Childhood Education at Queens College, CUNY.

This guide, written in alignment with the Common Core State Standards ([www.corestandards.org](http://www.corestandards.org)), has been provided by Simon & Schuster for classroom, library, and reading group use.

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# CATEGORIES AND LABELS ACTIVITY

Add a word from the word box under the title that best explains what the words have in common. After you complete the chart, discuss your chart with other readers to see how similar or different their charts are.

<u>Life Outside the Laboratory</u>	<u>The Scientists' Work Inside the Laboratory</u>	<u>The Scientists Test the "Gadget"</u>

## WORD BOX

conduct experiments	cacti	coyotes
work on the "Gadget"	crouch down in their bunker	
wheel out the "Gadget"	try to split the atom	conduct research
travel in the darkness	artists are painting	
peaceful desert mountains	drive into the night	wonder if the "gadget" will work
mesas	arrive at a wide-open space	
drive to a safe distance	make calculations	Hopi Indians carve dolls

# WORDS AND ILLUSTRATIONS ACTIVITY

Look at the three pages below. Then discuss your answers to the following questions:

- What information is given only in the words?
- What information is given only in the illustrations?
- How do words and illustrations work together to help you understand the story?

## OUTSIDE THE LABORATORY



Outside the laboratory, nobody knows they are there. Outside, there are just peaceful desert mountains and mesas, cacti, coyotes, prairie dogs.



Outside the laboratory, in the faraway nearby, artists are painting beautiful paintings.



Outside the laboratory, in the faraway nearby, Hopi Indians are carving beautiful dolls out of wood as they have done for centuries.

## INSIDE THE LABORATORY



Meanwhile, inside the laboratory, the shadowy figures are getting closer to completing their secret invention.



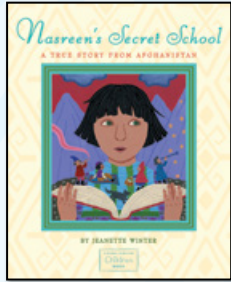
The shadowy figures are making calculations that will help them create something gigantic . . . out of something tiny. The clock is ticking. These great scientists must complete their secret invention before any other scientists complete their secret invention.



Back in the laboratory, the shadowy figures return to their work. They must complete their invention. The clock is ticking. Only a little more research is needed—

### The Secret Project

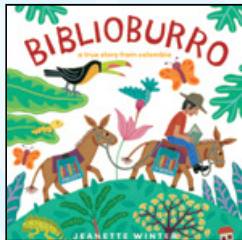
# Praise for Jeanette Winter



## Nasreen's Secret School: A True Story from Afghanistan

HC: 9781416994374  
Ebook: 9781442441217

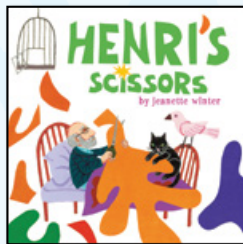
“Winter’s precise acrylics tell this story in matter-of-fact images.”  
—*The New York Times Book Review*



## Biblioburro: A True Story from Colombia

HC: 9781416997788  
Ebook: 9781442440739

★ “Both understated and full of life, this satisfying story is a vibrant reminder of the pleasures of books and the difference one individual can make.”  
—*Booklist* (starred review)



## Henri's Scissors

HC: 9781442464841  
Ebook: 9781442464858

★ “With a gentle narrative dotted with quotes from the artist himself, luminous illustrations, and a warm, celebratory spirit, this exemplary picture book biography delivers a clear, sensitive portrait of the whole man, story and soul alike”  
—*Booklist* (starred review)



## Mr. Cornell's Dream Boxes

HC: 9781442499003  
Ebook: 9781442499027

“Teachers and librarians can use this work to explore a unique contribution at the forefront of modern art; children will be inspired to dream and create on their own.”  
—*School Library Journal*



## Malala: A Brave Girl from Pakistan/ Iqbal: A Brave Boy from Pakistan

HC: 9781481422949

★ “Winter, in impressive command of the page with her spare text and calm, rich, digitally rendered art, offers this difficult material unapologetically... brave and heartrending.”  
—*Kirkus Reviews* (starred review)



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