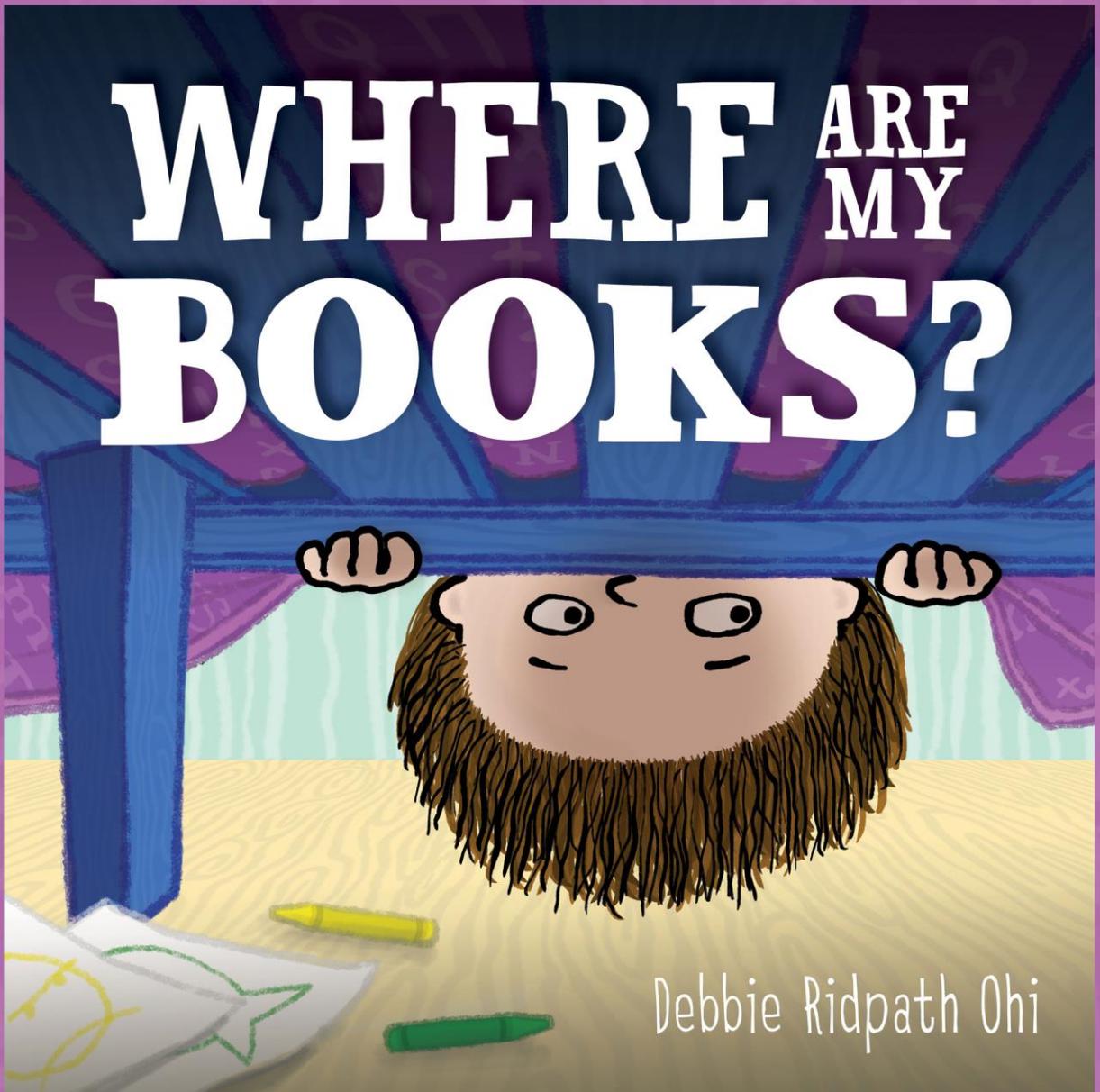


TEACHER'S GUIDE

WHERE ARE MY BOOKS?



Debbie Ridpath Ohi

A CLASSROOM GUIDE WRITTEN BY
MARCIE COLLEEN & ILLUSTRATED BY
DEBBIE RIDPATH OHI

Debbie Ridpath Ohi
Author Illustrator, *Where Are My Books?*



Debbie Ridpath Ohi writes and illustrates books for young people. *Where Are My Books?* is the first book that Debbie has written as well as illustrated. Her illustrations also appear in picture books *I'm Bored* (*New York Times* Notable Book, written by Michael Ian Black) and *Naked!* (also written by Michael Ian Black, 2015), as well as ten Judy Blume chapter books and middle grade titles reissued by Atheneum/Simon & Schuster. For more info, visit DebbieOhi.com or @inkyelbows on Twitter.

Marcie Colleen, Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children's books, Marcie can often be found writing picture books of her own at home in Brooklyn, NYC.

Visit her at www.thisismarciecolleen.com.

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How to Use This Guide

This classroom guide for *Where Are My Books?* is designed for students in preschool through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Where Are My Books?* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Extra activity sheets and other bonus material can be found at www.DebbieOhi.com/wamb.

Title: Where Are My Books?

Author, Illustrator: Debbie Ridpath Ohi

Ages: 4-8/Grades: P-3

Publisher: Simon & Schuster Books For Young Readers

ISBN: 9781442467415

Brief synopsis:

Spencer loves to read. He reads a book every night. But one morning his favorite book goes missing, and in its place is a tulip. Spencer searches high and low, but he can't find his book. The next morning another book is missing, a nut in its place. And the morning after that, another book is missing. What is happening to Spencer's books?

Table of Contents

English Language Arts (ELA)

Reading Comprehension	4
Writing Activities	8
CSI: Your Room	
<i>Where Are My Books?:</i> the sequel	
Investigating the Suspects ~ Point of View	
My Favorite Book ~ Writing a Book Report	9
Speaking and Listening Activities	10
Mime	
Drama/Charades	11
Vocal Style	
Language Activities	
New Vocabulary: Genre	

Math

	13
Word Problems	
The Squirrels Counting Scavenger Hunt	14
Free Time: tracking your activities	16

Science

	17
Tenacious Toads, Sleepy Narwhals and Book-reading Squirrels Research Project	
Squirrels: Fiction vs. Non-fiction	
How to Birth a Book	18
The Scientific Method	
DIY Trap Challenge	

Social Studies

	20
Where Are Spencer's Books? ~ map reading	
Famous Libraries	21
Kids Love Libraries, Libraries Love Kids!	22

Art

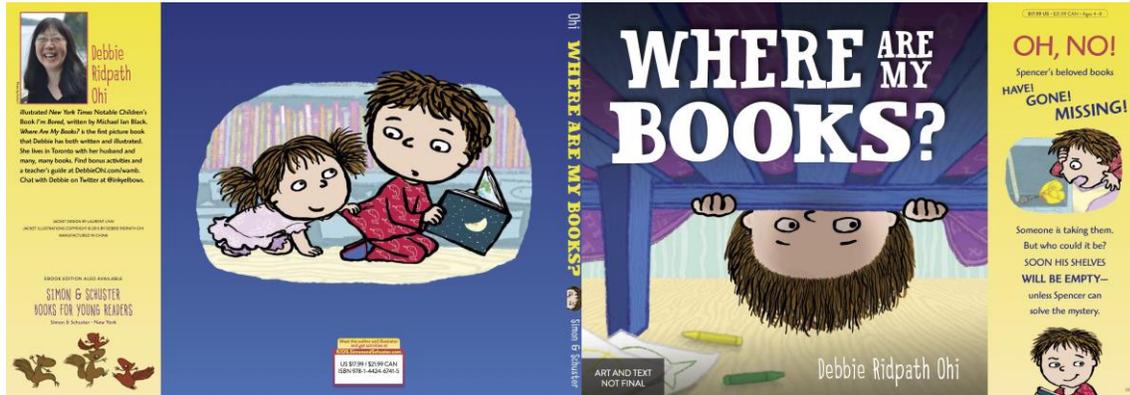
Create Your Own Cover	23
How to Make a Book Cover Out of A Paper Bag	24

English Language Arts

Reading Comprehension

Before reading *Where Are My Books?*,

Help students identify the basic parts of a picture book: front cover, back cover, title page, spine, end papers, and jacket flap.



The Front and Back Covers ~

- What is the boy doing on the cover? How do you think he feels? Try to mimic what he is doing? How does it make you feel?
- Do you see any other characters? Who do you think that character is? What do you think they are doing? How do they feel?
- Can you guess what the story might be about? What are some clues you can find in the cover illustrations?
- Explain that Debbie's name is the only name on the cover because she is both the author and the illustrator of *Where Are My Books?*. What does an author do? What does an illustrator do? What does it mean if there is an author-illustrator?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What is Spencer's favorite book? Do you have a favorite book?
- When he is done reading, where does Spencer place *Night-Night, Narwhal*? Why do you think he places the book there?
- What does Spencer discover every morning?
- Do you see anything else on the bookshelf where the books used to be? What?
- Who are the suspects Spencer questions about the missing books?
- Describe Spencer's trap?
- What happens the morning after Spencer sets the trap?

- Who has been taking the books?
- How does Spencer get his books back, but also help the squirrels?
- Create a plot line graph for *Where Are My Books?*. Be sure to include the introduction of characters, introduction of conflict, rising action, climax and falling action/resolution.
- Create a 10 word description of the book. Make a bookstore poster for the book and include your 10 words.

Take a look at the illustrations in the following spreads:



“Spencer loved books” spread

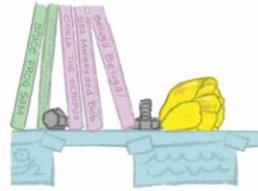
- How would you describe what is happening on these two pages?
- Create thought bubbles over each character’s head. What are they thinking?
- Look closely at the illustration. What are some clues that Spencer loves books?
- What other toys do you see in Spencer’s room?

When Spencer woke the next morning, *Tenacious Todd* was gone.

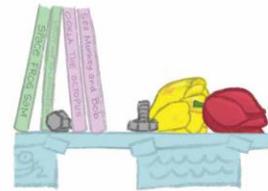


Every morning, another book was missing.

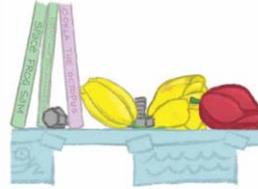
Next to go was *Send in the Clown Fish*.



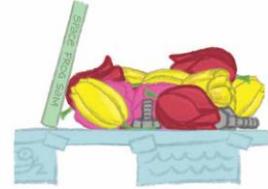
Then *Beluga Beluga!* vanished.



Sea Monkey and Bob went missing.



Things were getting out of hand.



Spencer vowed to find out what was going on.

“When Spencer woke the next morning, *Tenacious Todd* was gone” spread

- How would you describe what is happening in these two pages?
- List five words that describe how the little boy might feel.
- Look closely at the illustrations. As each book disappears, what is left in their place?
- Where do you think these items are coming from?

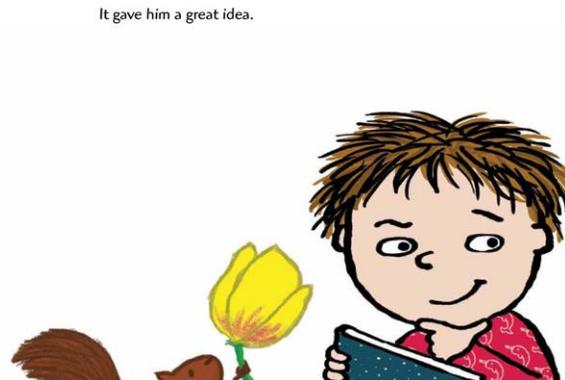


©2015 Debbie Ridpath Ohi. Illustration from *WHERE ARE MY BOOKS?* (Simon & Schuster Books For Young Readers).

“It was time for a new plan” spread

- How would you describe what is happening in these two pages?
- List five words that describe how the little boy feels.
- List five words that describe how the little girl feels.

- Look closely at the illustration for some fun details. Do you see:
 - The potato from *I'm Bored?*
 - A doll of the little girl from *I'm Bored?*
 - A cape, like in *Naked!?*
 - The rabbit doll from *Naked!?*



“Spencer didn’t know squirrels liked to read” spread

- How would you describe what is happening in these two pages?
- Look closely for some fun details. Do you see:
 - *Night-Night, Narwhal?*
 - *Tenacious Todd?*
 - *Naked!?*
 - *I'm Bored?*
 - flower petals?
 - nuts and bolts?
 - a little squirrel who is trying to make amends?
 - a squirrel wearing glasses?

BONUS:

Look closely at the following spread from *Naked!*. Do you see:

- a squirrel?
- books?
- how does this image foreshadow the events in *Where Are My Books??* (students will need to know that “foreshadowing” is a hint at events to come.)



Writing Activities

CSI: Your Room

When his favorite books go missing from his room, Spencer decides to investigate. First he inspects the “crime scene”, then he questions suspects. Lastly, Spencer sets a trap to catch the thief.

Write a fictional story about one of your belongings gone missing. It can be a toy or a book or even your shoes! How would you solve the mystery? Be sure to include your “crime scene” investigation, questioning of suspects, and setting a trap—just like Spencer.

Optional: Create the story together as a class.

Where Are My Books?: the sequel

At the end of *Where Are My Books?*, Spencer sets up a library in which the squirrels can borrow his books, as long as they return them. What do you think happens after the story? What is it like for Spencer to run a squirrel library? What do his parents think about it? Do the squirrels always follow the rules? Be creative and create a sequel to *Where Are My Books?*.

Investigating the Suspects ~ Point of View

Either as a class or individually, explore *Where Are My Books?* from the point of view of a squirrel. How do they discover the books? Why do they want the books? What do they feel as they are sneaking the books out of Spencer’s room at night? Why do they

leave flowers and bolts behind? How do they feel when they are caught? What do they think of the library Spencer sets up?

Advanced classes will be able to actually create *Where Are My Books?* from the squirrels' point of view. However, for another approach, simply have the class create captions and thought-bubbles for the squirrels. Even though the squirrels are not on each page, what would they be thinking if they were watching the story play out?

BONUS: Rewrite *Where Are My Books?* from the point of view of Spencer's parents.

My Favorite Book ~ Writing a Book Report

Spencer's favorite book is *Night-Night, Narwhal*. Do you have a favorite book? If so, why is it your favorite? If you cannot think of a favorite book, ask a parent or caretaker if you had a favorite book when you were little.

Write a book report about your favorite book, using the prompts below.

Be sure to write in paragraph form.

Use complete sentences, correct spelling, correct punctuation, and correct capitalization.

1. Begin with an introduction. State the title of the book and the author's name. Next, write a one-sentence summary of what the book is about. Last, explain why you chose this book.

For example, "My favorite book is *Where Are My Books?* by Debbie Ridpath Ohi. This book is about a boy whose books go missing. I like this book because I have a lot of books at home that I love."

2. Describe the setting. This is where and when the story takes place. It might be in a building or outside, or in an imaginary place. The time might be now or a long time ago. Describe where and when the story takes place.
3. Describe the main character(s). Most stories have a main character and one or two others who are important. Choose 1 or 2 important characters from this book and describe them. Write about what they look like, what they like to do, and how they act – silly, honest, smart? Describe some things that make the character(s) special.

4. Write a summary (the important ideas) of the plot. Explain what happens in the beginning, the middle, and the end. Explain the main problem or conflict the characters have to solve and how they do it.
5. End with a conclusion. This is where you give your opinion of the story. Write a paragraph explaining why this is your favorite book. Be specific.

For some extra fun, students can share their favorite book and book report with the class. Place all of the books in an “Our Favorite Books” classroom library, along with a bookmark containing the key information in the book reports. Students can then borrow a book from the classroom library, read it, and write reports with their own opinions.

Teachers: To add extra fun to these writing exercises, be sure to check out the print-ready activity sheets at <http://debbieohi.com/book-wamb-activities/>.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Where Are My Books?* to life in your classroom and also have fun with speaking and listening skills!

To enhance any of these activities, be sure to check out the print-ready character puppets available at <http://debbieohi.com/book-wamb-activities/>.

Mime

While the teacher reads the book aloud, the students can act out the events in the book. Emphasize body motion and facial expressions, as well as listening skills.



Drama/Charades

Ask the students to think of some of the books they have read in school. Have the students act out a book in front of the class—without speaking. They can either tell the class what book they are performing or ask the class to guess what book they are acting out.

Or

Create a TV commercial to encourage people to read *Where Are My Books?*

Or

Play a game in which the students can try to be sneaky squirrels. Choose a “Spencer”. Place a book on a bookshelf or table.

The rest of the students are the squirrels.

The object of the game is to capture the book. “Spencer” will walk around the room. When “Spencer” has his/her back to them, the squirrels can move. But when “Spencer” is looking at them they must freeze. If “Spencer” sees anyone moving, that student is out of the game.

Students can take turns being “Spencer”.

Vocal Style

In small groups, act out *Where Are My Books?* as an opera, a western, a “breaking news” story, a thriller, etc. The rest of the class should guess what “style” is being presented.

Language Activities

New Vocabulary: Genre

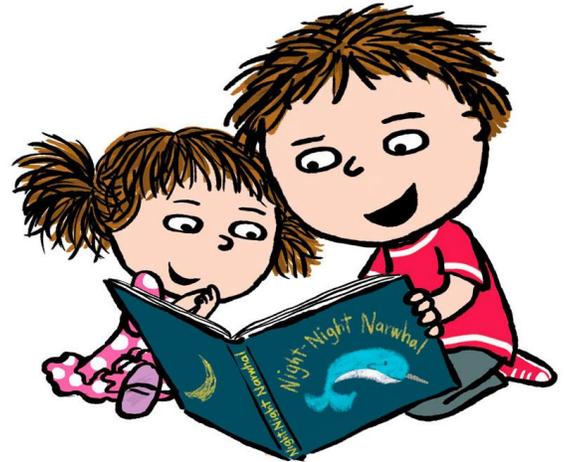
What is a genre?

- To demonstrate, have a stack of books of different genres (poetry, fantasy, mystery, biography, etc.)
 - Then, give the class two minutes to write down any observations about the stack of books. (i.e., similarities and differences, etc.)
 - Once the two minutes is up, record their lists on the board.

- Explain that the books are different genres. Ask students to guess what 'genre' means.

Look up 'genre' in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- The Great Genre Hunt. Visit the library for this literary scavenger hunt.



Present to the class several pieces of poster board, each with a different genre written on it along with its general definition.

- Fantasy – a story including elements that are impossible such as talking animals or magical powers.
- Realistic Fiction – a story using made-up characters but could happen in real life.
- Mystery – a suspenseful story about a puzzling event that is not solved until the end of the story.
- Historical Fiction – a fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made-up.
- Traditional Literature – stories that are passed down from one group to another in history. This includes folktales, legends, fairy tales, tall tales, and myths from different cultures.
- Science Fiction – a type of fantasy that uses science and technology (robots, time machines, etc.)
- Informational – texts that provide facts about a variety of topics.
- Biography – the story of a real person's life written by another person.
- Autobiography – the story of a real person's life written by that person.
- Poetry – verse written to create a response of thoughts and feeling from the reader. It often uses rhythm and rhyme.

Once all of the genres have been explained, students will be asked to browse the shelves of the library to find books that match each of these genres and add the titles to the appropriate poster board.

BONUS Discussion:

- Where did you find each book from the different genres? Did you notice how the library books are shelved according to genre? Why do you think this is?
- What genre would you say *Where Are My Books?* is? Why? Ask the librarian where it would be shelved.
- Do you have a favorite genre? Why?
- Do you have a least favorite genre? Why?
- Is there a genre that you do not think you have ever read?
- Before leaving the library, challenge yourself to borrow a book in a genre you have never read before.

Math

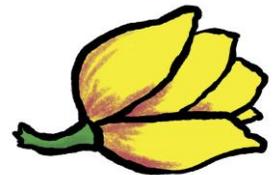
Word Problems *For younger students, the use of pictures or props might be needed to figure out word problems.*

- 1) There are 5 books on Spencer's bookshelf. In the morning, there is 1 book missing. How many books are on Spencer's bookshelf?

$$5 - 1 = ?$$

- 2) On the top shelf of Spencer's bookcase there are 4 flowers where books used to be. On the bottom shelf there are 3 flowers where books used to be. How many flowers are on Spencer's bookcase?

$$4 + 3 = ?$$



- 3) Spencer promises to have a tea party with his sister and drink 6 cups of tea. Spencer has had 3 cups of tea already. How many cups of tea does Spencer still need to drink?

$$6 - 3 = ?$$

- 4) One squirrel borrows 2 books from Spencer. Another squirrel borrows 8 books. How many books, in total, did the squirrels borrow from Spencer?

$$2 + 8 = ?$$

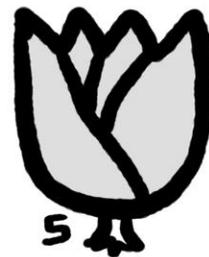
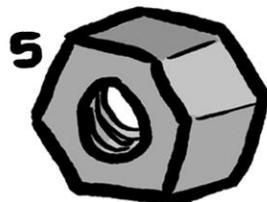
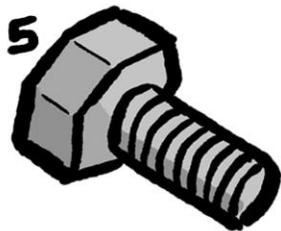
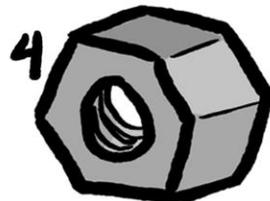
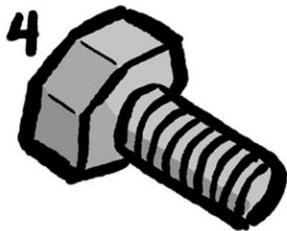
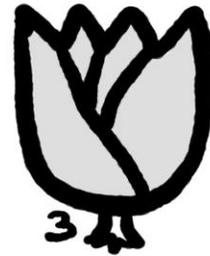
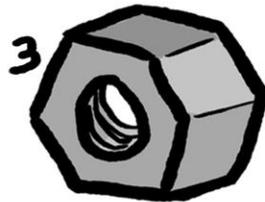
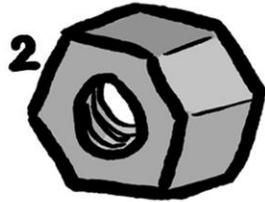
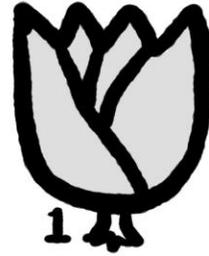
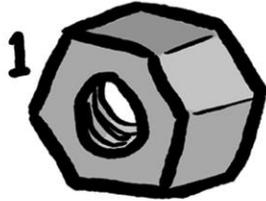
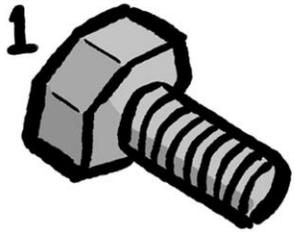
- 5) Spencer has to turn out the light after he finishes reading his last bedtime story. The book is 9 pages long. Spencer has read 7 pages already. How many more pages does Spencer have to read before he has to turn out the light?

$$9 - 7 = ?$$

The Squirrels Counting Scavenger Hunt

Use this scavenger hunt to sharpen counting skills.

- Create several copies of the paper cut-outs of nuts, bolts, and tulips (found on page 15). Number them from 1-5, so there are different sets of each number.
- Hide these cut-outs around the room.
- Assign students either nuts, bolts, or tulips.
- Ask students to find #1 nut, #2 nut, etc. until they have a set of 5. If a student sees a number they already have collected or an item that is not what they are collecting, he/she must leave it for another student to find.
- The first student to find their items in 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.



For use with The Squirrel Counting Scavenger Hunt game - see Teacher's Guide by Marcie Colleen, based on Debbie Ridpath Ohi's book, WHERE ARE MY BOOKS?

Free Time: tracking your activities

Kids spend their afternoon and evenings in many different ways.

Have students create a Free Time Journal as a way of recording and tracking their activities. For the next three days, record the length of each activity from the time that school lets out until bedtime. A stopwatch or clock is necessary for this activity.

Some common activities include:

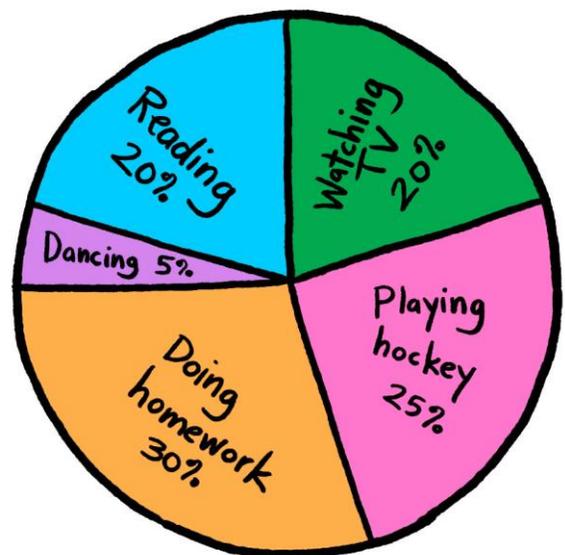
- Watching television
- Playing on the computer
- Reading books for pleasure
- Eating (snack/dinner/etc.)
- Taking a bath
- Washing dishes
- Talking on the phone
- Hanging out with a friend
- Homework

Once students have recorded their activity in their Free Time Journal for three days, have students create a pie chart of their activity.

- What did they do the most?
- What did they do the least?
- How much time did they spend on reading books?

Now that students have a base line, the goal is to increase their reading time by 5 minutes each day for a week. Therefore, students must figure out where to decrease their activity in order to increase the reading time. Students have to learn to budget time!

Therefore, by the end of the week they should increase their reading time by 35 minutes.



Science

Tenacious Toads, Sleepy Narwhals and Book-reading Squirrels Research Project

Assign each student or pairs of students a research topic: toads, narwhals, or squirrels.

Information to be gather must include:

- What it eats
- Where it lives
- Draw a picture of the animal
- Write 3 words that describe the animal
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Students may use the Internet or the library to complete their research.

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

Squirrels: Fiction vs. Non-fiction

Compare the facts researched about squirrels above (non-fiction) to the squirrels in *Where Are My Books?* (fiction).

As a class, create a T-chart of comparisons.

Non-fiction	Fiction
Squirrels climb trees	Squirrels climb into Spencer's room
Squirrels gather nuts	Squirrels gather books



How to Birth a Book

Invite a professional from the publishing industry to your class or ask them to visit via Skype. The focus of the visit should be “how a book gets made: from the author’s imagination to the finished book”.

During the visit, students should practice taking notes and creating follow up questions.

After the visit, students should present what they learned, in the form of a flowchart to illustrate the many steps of creating a book from first idea to finished product on the bookstore shelves.

The Scientific Method

The Scientific Method is an eight step series that engineers, scientists and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Written Report of Your Results

Step 8: Retest

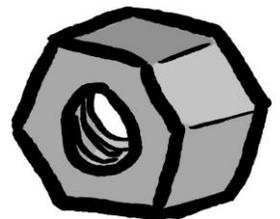
After introducing the eight steps to the class, lead them through a discussion.

- Describe how these eight steps could help Spencer solve his missing book problem.
- Create an eight page Scientific Notebook. Each page will include a separate step in the process. Imagine you are Spencer and fill each page with your notes, drawings, and ideas about how to catch the thief as you move through the process.

DIY Trap Challenge

Just like Spencer did, this challenge allows students to experiment with how to build a trap.

- For a fun introduction, show students some examples of Rube Goldberg machines or the board game, *Mouse Trap*.





- Explain to students that they will be working in groups of 2-3 to their own inventive trap.
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for other ideas of materials.
- Each group's trap must:
 - Result in trapping a book thief.
 - Be an original construction.

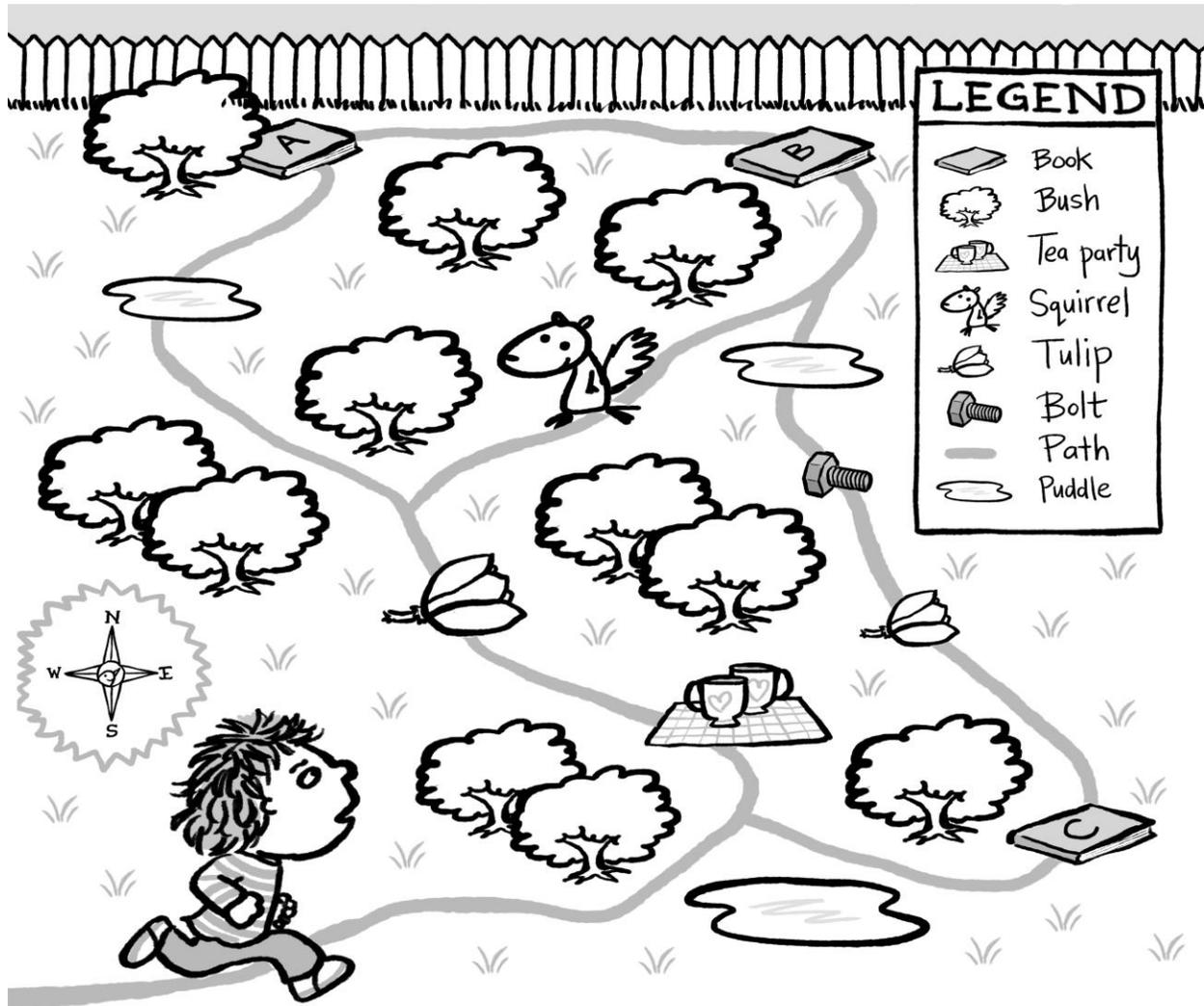
Once all traps have been built, test them out one by one as a class. Did they work? Retest? If they didn't work, head back to the drawing board like a real inventor.

Often up awards to increase the competition.

- Most Attractive trap
- Most Materials trap
- Least Materials trap
- Most Creative trap

Social Studies

Where Are Spencer's Books? ~ map reading



Using the reproducible map above, students can develop their map-reading skills.

Be sure to refer to the compass rose to answer the following questions:

- If Spencer travels along the path to book A, which direction would he travel? (hint: he can travel in one direction and then another.)
- Is the tulip North or South of the squirrel?
- How would you use the compass to give the squirrel directions to book C?
- How would you use the compass to travel from the tea party to the bolt?

Demonstrate the use of a compass. Explain that the needle always points north, due to the magnetic nature of the North Pole.

- Help students locate north.
- Label the classroom with the cardinal directions (north, south, east, and west).
- Play Simon Says using the cardinal directions. (ie. "Simon Says take one step south." "Simon Says turn and face west.")
- Hide an object in the classroom or out on the playground. Give directions to finding the object using a real compass. Students can take turns hiding the object and giving the cardinal directions.
- Demonstrate how to use the compass rose and the cardinal directions of the classroom to orient and hold a map properly.
- Provide many different types of maps and practice orienting and holding them.

Famous Libraries

Most schools and communities have libraries. Some houses have libraries. Spencer has a library.

Assign a famous or unique library for students to research. A list of 10 are below, but do not feel limited to those on the list.

- The Biblioburro (delivering books via donkey)
- The Levinski Garden Library in Tel Aviv, Israel
- Arma de Instruccion Masiva in Argentina
- Book Vending Machines
- Biblioteca Sandro Penna in Perugia
- Epos Book Boat in Norway
- Stuttgart City Library
- The Kenyan Camel Library
- The Little Free Libraries
- Vasconcelos Library

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- History of when library was built
- Information about where the library is located
- Statistics
- What makes this library unique

- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

BONUS: Research a library in your hometown.

Kids Love Libraries, Libraries Love Kids!

Libraries are really special and often in need of extra help or funding.

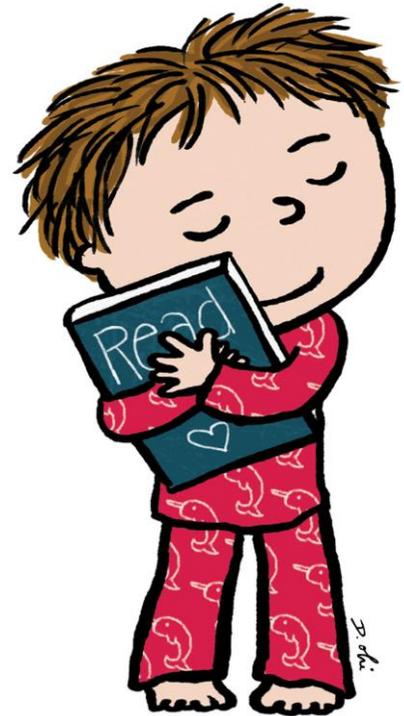
As a class, brainstorm a list of ways to help your local community or school library.

Ideas can include:

- Volunteering to reshelve books
- Volunteer to read to younger kids
- Create a "We Love Our Library" bulletin board display or wall mural
- Throw a Librarian Appreciation party
- Write thank you letters to the library
- Hold a book drive
- Raise money by:
 - Bake sale
 - Car Wash
 - Craft Sale
 - Book Sale

As a class, organize one or more of these events to show the library you care.

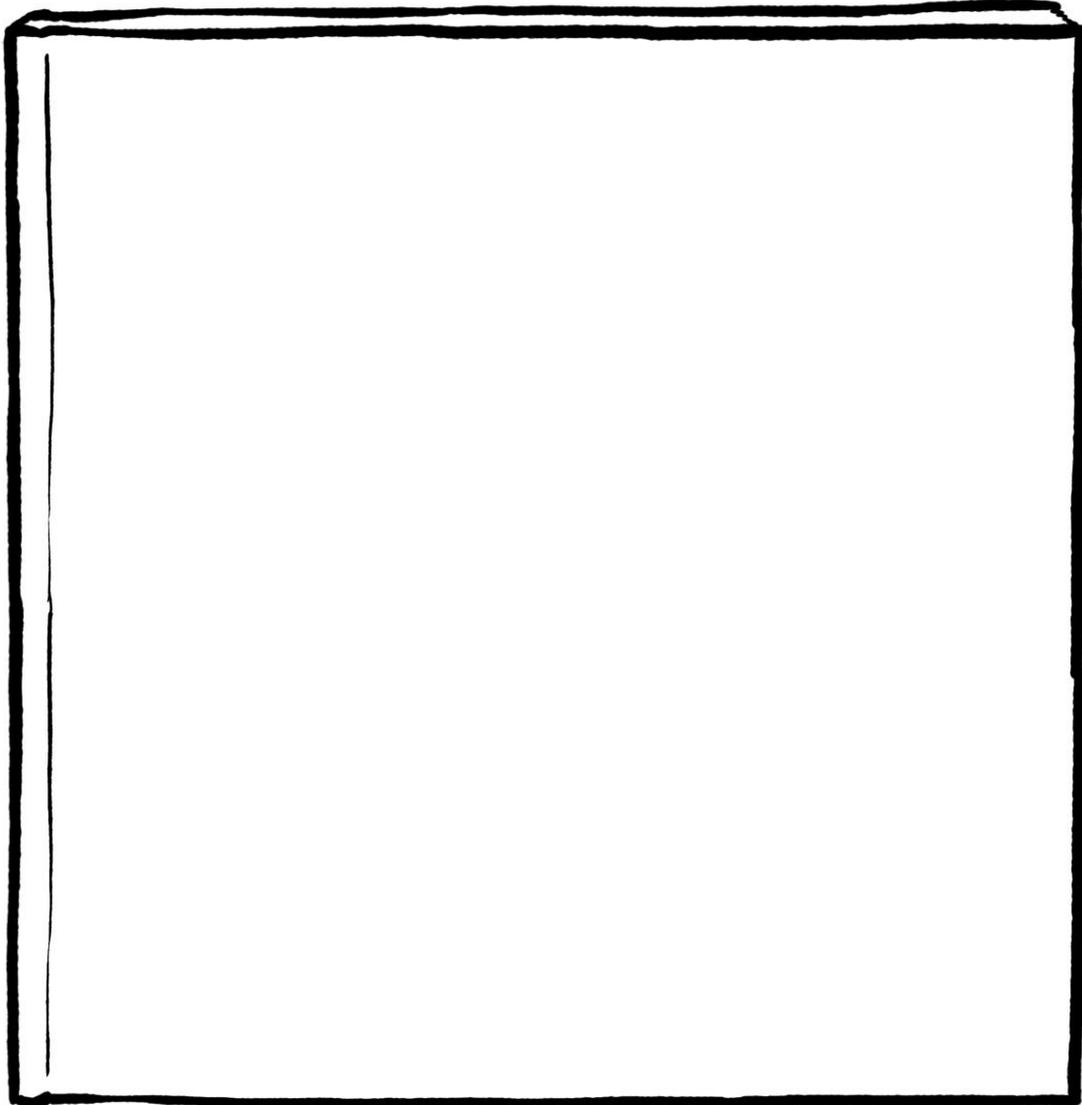
Teachers: Find print-ready Library Love posters for kids to color at <http://debbieohi.com/book-wamb-activities/>.



Name: _____



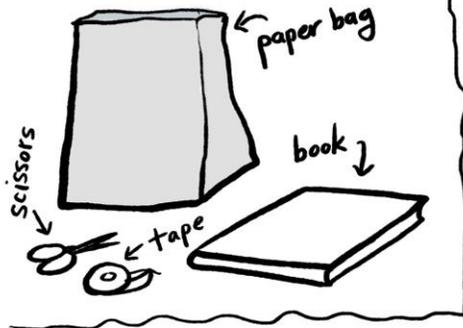
Create your own cover for WHERE ARE MY BOOKS?



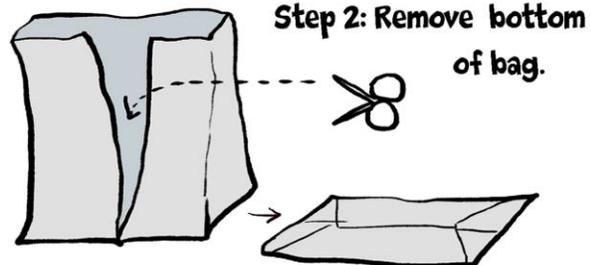
Based on WHERE ARE MY BOOKS? by Debbie Ridpath Ohi, published by Simon & Schuster (2015). More bonus material: DebbieOhi.com/WhereAreMyBooks

HOW TO MAKE A BOOK COVER OUT OF A PAPER BAG

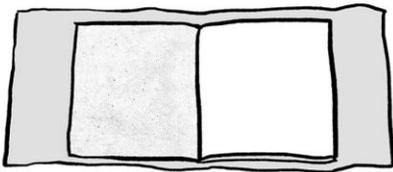
What you need:



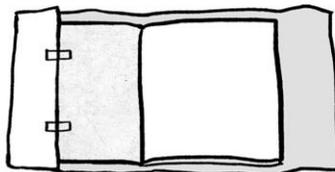
Step 1: Cut front of bag in half.



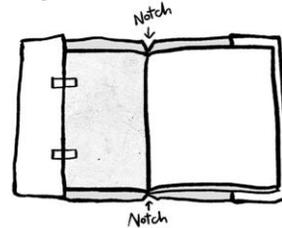
Step 3: Place book on remaining bag piece.



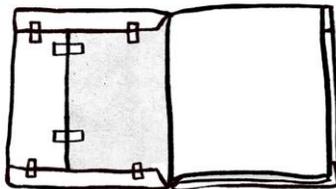
Step 4: Fold over side pieces and tape down.



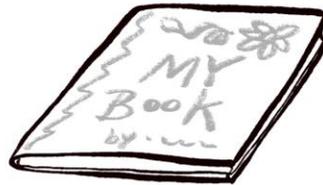
Step 5: Notch middle of top and bottom edges.



Step 6: Fold down top and bottom edges.



Step 6: Decorate your cover!



For more WHERE ARE MY BOOKS? bonus activities: DebbieOhi.com/WhereAreMyBooks

Illustrations ©2015 Debbie Ridpath Ohi - Twitter: @inkyelbows.

Instructions based on emuman4evr's tips on Instructables.com.