

🌸 A Teaching Guide to the 🌸
Amelia Bedelia
Chapter Books



 **Greenwillow Books**
An Imprint of HarperCollins Publishers

Aligns with Common Core State Standards for Grades 2-5



A Note to Teachers



Children are quite familiar with Amelia Bedelia from her many picture books. Now students can relish Amelia Bedelia's amusing antics in an early chapter book format, and while students are enjoying one of their favorite characters, teachers can meet the Common Core State Standards, as noted in this teaching guide. This series is ideal for small group instruction focusing especially on language and word play, particularly multiple word meanings, homophones, and idioms. Teachers can also target reading comprehension strategies by having students explore character traits, identify cause and effect, recall details, and describe story structure as they recount Amelia Bedelia's experiences and predicaments. The discussion questions require students to use the text to support their answers, which will reinforce reading comprehension and strategies for approaching new texts. The extension activities encourage students to expand their thinking and transfer ideas from their reading into writing, speaking, and listening activities. Since more chapter books are planned for this series, students can enjoy Amelia Bedelia throughout the school year!



ABOUT THE BOOKS

Full of fun, family, fiascos, and friends, the Amelia Bedelia chapter books are just right for newly independent readers ready for a more challenging vocabulary and books with chapters. And you don't have to read them in series order to enjoy them!

With Amelia Bedelia, anything can happen—and it literally does!



ABOUT THE AUTHOR



Herman Parish

was in the fourth grade when his aunt, Peggy Parish, wrote the first book about Amelia Bedelia. Since then, Amelia Bedelia has become a favorite household character for readers young and old. The author lives in Princeton, New Jersey.



ABOUT THE ILLUSTRATOR



Lynne Avril

has illustrated all the stories about young Amelia Bedelia. The artist lives in Phoenix, Arizona, and she loves to visit Paris, France. You can visit her online at www.lynneavril.com.





DISCUSSION/WRITING PROMPTS

1. Read page 1 of *Amelia Bedelia Means Business*. Then ask students to predict how the events described there might occur in the story.
2. Amelia Bedelia is confused by words that have multiple meanings. Read the following pages in *Amelia Bedelia Means Business* and ask students to explain why Amelia Bedelia is confused by these words:
 - p. 10: tire, brakes
 - p. 24: shorthanded
 - pp. 56–57: stand
 - p. 79: lemons
3. Explain to students what an idiom is. Refer to the following pages of *Amelia Bedelia Means Business* and ask students if they can define these phrases. Then ask if they know other idioms (e.g. “raining cats and dogs,” “apple of my eye”) they can share with the class.
 - p. 14: “cost an arm and leg”
 - p. 26: “cut the mustard”
 - p. 28: “show you the ropes”
 - p. 36: “easy as pie” and “a piece of cake”
 - p. 47: “gave me a pink slip”
 - p. 98: “it’s on the house”
4. Ask students to describe all the ways Amelia Bedelia tries to earn money to pay for half of the bike in *Amelia Bedelia Means Business*. (She works at the diner, opens a lemonade stand, and sells her lemon tarts.) Which ideas were most successful? Why?
5. On page 12 of *Amelia Bedelia Unleashed*, why does Amelia Bedelia’s mother begin to choke during their dinner discussion?
6. How are taking care of a baby and taking care of a dog similar? Refer to pages 21–23 of *Amelia Bedelia Unleashed*, if necessary.
7. Ask students to list Amelia Bedelia’s character traits and give examples from *Amelia Bedelia Unleashed* to support each trait. For example, students should find evidence in the story that demonstrates that Amelia Bedelia is kind-hearted, imaginative, and persistent. [Note: This can be done with any of the Amelia Bedelia Chapter Books!]
8. Reread pages 25–26 of *Amelia Bedelia Road Trip!* Amelia Bedelia’s father explains, “If a word ends in ‘-ometer,’ it counts things.” Then he gives a few examples. Explain what Amelia Bedelia’s dad says a “mom-ometer” does! Can you think of other words that end in “-ometer” or “-meter”? What do they count or measure?
9. In *Amelia Bedelia Road Trip!* Amelia Bedelia’s mother said, “Congratulations, honey. . . . You crashed a parade.” “Crashed?” said Amelia Bedelia. “Did we hit anyone?” (p. 60). What does Amelia Bedelia’s mother mean? What does Amelia Bedelia think she means?
10. On pages 92–93 of *Amelia Bedelia Road Trip!* Amelia Bedelia and Audrey give each other nicknames. What are they? Why are they appropriate?
11. Amelia Bedelia’s dad’s fortune in *Amelia Bedelia Road Trip!* (p. 55) says, “Follow your dreams.” What does this mean? Think about Amelia Bedelia’s experiences in all three chapter books. Do you think Amelia Bedelia follows her dreams? Why or why not? Give specific details from the books to support your answer.
12. Ask students to explain what Amelia Bedelia’s father means on pages 8–9 of *Amelia Bedelia Goes Wild!* when he says, “It’s a jungle out there! My office is a total zoo. It was wild today!”
13. On pages 43–45 of *Amelia Bedelia Goes Wild!*, ask students who they think ate Amelia Bedelia’s bananas. Why do they think this?
14. Read pages 78–79 of *Amelia Bedelia Goes Wild!*, on which Amelia Bedelia thinks about how she should talk to her parents. Ask students if they have their own “rules” for how they speak to their parents. Do they approach their parents differently depending on the situation, such as when they are asking permission for something or when they fear they might be in a bit of trouble?
15. Read page 106 of *Amelia Bedelia Goes Wild!* Ask students what Amelia Bedelia’s father meant by his comment that “either this is the freshest lamb you’ve ever made, or there is a sheep right outside our window.” What does “sheepish” mean?
16. *Amelia Bedelia Shapes Up* has a very funny beginning. After students read pages 2–6, have them explain why Amelia Bedelia is having such difficulty understanding Mrs. Robbins’s math lesson.
17. Sportsmanship is discussed throughout *Amelia Bedelia Shapes Up*. Have students discuss the rules of good sportsmanship and why they are important.
18. After reading *Amelia Bedelia Shapes Up*, review the sayings on pages 144–145 (“Two Ways to Say It”) and have students use them in context.
19. After reading *Amelia Bedelia Shapes Up*, have students choose a sport and discuss vocabulary associated with that sport. Pair up students who have chosen different sports, so that students can share sports terminology with their partners.
20. In *Amelia Bedelia Cleans Up*, Amelia Bedelia says that her best adventure would be to travel around the world. Pair students and ask them to describe their best adventure. Tell students they should listen attentively because afterward they will be placed in small groups and asked to share their partner’s adventure with the group.
21. At the beginning of chapter six in *Amelia Bedelia Cleans Up*, Amelia Bedelia and her friends are surprised that a “For Sale” sign suddenly appears in the vacant lot. Ask students why they think this happened.
22. After reading chapter eight of *Amelia Bedelia Cleans Up*, ask students to recount who was interested in buying the vacant lot, and why they eventually decided for or against it.
23. After finishing *Amelia Bedelia Cleans Up*, ask students to explain how Amelia Bedelia used the resources in her community to put the vacant lot to good use. Ask if they agree with the solution. Why or why not?
24. In *Amelia Bedelia Sets Sail*, there are many nautical and beach-related terms that are new to Amelia Bedelia. As students read the book, have them keep a list of these terms and define them. This list might include: *causeway, bodysurf, beachcomber, marina, aft, poop deck, port, starboard, bow, stern, and pier*.
25. In *Amelia Bedelia Sets Sail*, Amelia Bedelia has a wonderful time at the beach. Discuss all the activities Amelia Bedelia and her cousin enjoy doing at the beach. Then ask children to write an opinion piece about the beach. They should state their opinion (expressing if they do or do not enjoy the beach), state several reasons for their opinion, and then include a closing sentence.
26. *Amelia Bedelia Sets Sail* contains lots of wordplay. Discuss the following:
 - Why is *Reel Busy* a good name for a fishing boat (p. 29)?
 - Read page 42 and explain the fish puns.
 - Review the sayings on pages 146–147 (“Two Ways to Say It”) and have students use them in context.

Common Core State Standards (Reading for Literature):

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.10, RL.2.11, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RL.3.11, RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.10, RL.5.1, RL.5.2, RL.5.4, RL.5.6

Common Core State Standards (Reading: Foundational Skills):

RF.2.4, RF.3.4, RF.4.4, RF.5.4

Common Core State Standards (Speaking and Listening):

SL.2.1, SL.2.2, SL.3.1, SL.3.2, SL.4.1, SL.4.2, SL.5.1

Common Core State Standards (Language):

L.2.4, L.2.5, L.3.4, L.3.5, L.4.4, L.4.5, L.5.4, SL.5.5





CLASSROOM ACTIVITIES



- 1. On the Move.** In *Amelia Bedelia Means Business*, Amelia Bedelia loves to ride around town on her bike. Brainstorm a list of modes of transportation with the class. Then have students create murals that depict the transportation methods in their most common setting. (For example, an ocean setting with ships, boats, and Jet-Skis; or a country scene with tractors, horses, and utility vehicles.)
CCSS RL.2.11, W.2.11, W.3.11, W.4.11
- 2. When I Grow Up.** In *Amelia Bedelia Means Business*, Amelia Bedelia undertakes several jobs to earn money for her new bike. Ask students to write about occupations they think they would enjoy when they are adults, and why. As an extension, you can have the students come to school dressed as someone in that profession and have a class “career day” during which the students present their occupations and explain why they have chosen that field.
CCSS RL.2.11, W.2.1, W.2.11, W.3.1, W.3.11, W.4.1, W.4.11, W.5.1, W.5.11, SL.2.4, SL.3.4, SL.4.4, SL.5.4
- 3. How to Succeed in Business.** Ask students to imagine they are in Amelia Bedelia’s situation in *Amelia Bedelia Means Business* and want to earn money for something special. As a class, brainstorm business ideas. Then have students vote to select the most popular idea and simulate it in class. You can also have the students create inventory for a store (such as painting pictures for an art shop, making lanyard bracelets for a jewelry store, or creating drawings of toys and games for a toy store). Then affix Post-it price tags to the items and distribute plastic coins to the students. Have students “shop” in the store, counting out the appropriate coins to “purchase” an item.
CCSS RL.2.11, W.2.11, W.3.11
- 4. On Sale Now!** In *Amelia Bedelia Means Business*, Amelia Bedelia advertises her lemonade and lemon tarts. Ask students to choose a product they would like to promote and create an advertising campaign. This might include designing signs, posters, or flyers to “sell” their product. Ask students to write a persuasive piece that convinces others of their product’s value, and then use those ideas to create a commercial to share with the class.
CCSS W.2.1, W.2.11, W.3.1, W.3.5, W.3.11, W.4.1, W.4.4, W.4.5, W.4.11, W.5.1, W.5.4, W.5.5, SL.2.1, SL.2.4, SL.2.6, SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.4.6, SL.5.1, SL.5.4, SL.5.6
- 5. Here’s How I Help.** In *Amelia Bedelia Unleashed*, one of Amelia Bedelia’s responsibilities is to set the table. Ask students to describe their responsibilities at home and how they help their families. Create a graph listing six common household chores (such as making the bed, putting away toys, setting the table, clearing the dishes, feeding a pet), and have students use the graph to record which jobs they do. Then analyze and discuss the data.
CCSS RL.2.11, W.2.8, W.2.11, W.3.11
- 6. Pet Pals.** In *Amelia Bedelia Unleashed*, Amelia Bedelia really wants a dog. Ask students what pet they would choose if they were given the opportunity. Then have students make a stuffed “pet pal.” Give students a large piece of paper (12”x18”) and have them fold it in half. They should outline the shape of the animal and then color and draw in details such as whiskers, ears, teeth, fur, and claws. Then have them cut out the animal. Since the paper is folded, students will be cutting two pieces of paper. Then they should take the back piece of paper and turn it over. Have students draw the details that are on the back of the pet (e.g., fur, tail, back of the ears). When they’re done, they should flip it back over so it lines up with the front side. Help students begin stapling the two pieces together around the edge. When they are more than halfway around, students should tear small pieces of newspaper to stuff between the two pieces. When it is filled and puffy, they should finish stapling around the edge. Then students will have a stuffed pet pal! Have students write about their pet pals, naming them and explaining how they would care for them, or describing an adventure they might have with their new pet.
CCSS W.2.3, W.2.11, W.3.1, W.3.11, W.4.3, W.4.11, W.5.3
- 7. On the Road.** In *Amelia Bedelia Road Trip!* Amelia Bedelia’s mother gives her a vacation journal. Distribute a blank booklet to each student. Ask your students to keep a journal of either a class field trip or an upcoming vacation. They can write and draw in their journal just as Amelia Bedelia did. Have students share their completed journals with a partner or small group of students.
CCSS W.2.3, W.2.11, W.3.3, W.3.11, W.4.3, W.4.11, W.5.3, SL.2.1, SL.2.4, SL.2.6, SL.3.1, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.5.1, SL.5.4
- 8. Go West, Young Man!** Amelia Bedelia’s parents teach her about the American explorer Daniel Boone in *Amelia Bedelia Road Trip!* Have students research Daniel Boone and other explorers. Use books, websites, and other resources to gather information. Then have students write a report or create a multimedia presentation about their chosen explorer. Remind them to include an introductory sentence, facts, and a closing sentence. Have students present their reports to another class or plan a presentation to parents to share their research projects.
CCSS RI.2.1, RI.3.1, RI.4.3, RI.5.3, W.2.2, W.2.5, W.2.6, W.2.7, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.4.2, W.4.4, W.4.5, W.4.7, W.4.8, W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, SL.2.1, SL.2.2, SL.2.4, SL.2.6, SL.3.1, SL.3.2, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.4.6, SL.5.1, SL.5.4, SL.5.5, SL.5.6
- 9. Off to See the World.** Taking inspiration from *Amelia Bedelia Road Trip!*, ask students to share their favorite family vacation. Where did they go? What did they do? Have students write a detailed account of their trip. Encourage them to use temporal words (first, next, finally) as they describe their vacation adventures.
CCSS W.2.3, W.2.11, W.3.3, W.3.11, W.4.3, W.4.11, W.5.3
- 10. Which Way?** In *Amelia Bedelia Road Trip!* Amelia Bedelia and her family need directions to get to their destination. Amelia Bedelia records the directions she hears from the farmer, and then she reads them back to her parents so they can follow them as they drive. Have students work in pairs. Challenge them to give directions to each other verbally and then record what they heard. One partner says the directions, while the other partner writes them down. Then the second student reads back the directions, while the other partner listens to determine if they were recorded correctly. Then partners switch roles. Remind students that the speaker must give clear, sequenced, detailed directions, and that the listener must stay focused and attentive while listening and recording.
CCSS SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, SL.3.1, SL.3.3, SL.3.4, SL.3.6, SL.4.1, SL.4.4, SL.5.1, SL.5.4
- 11. The Key to Maps.** Reread pages 33–36 of *Amelia Bedelia Road Trip!* to review what a map key is and how Amelia Bedelia decides to create her own map key. Ask students to create a map of a familiar location (e.g., their school, street, town, playground) and include a map key to show features of their location. Ask them to write a narrative describing their location and why it is an important place to them.
CCSS W.2.3, W.2.11, W.3.3, W.3.11, W.4.3, W.4.11, W.5.3
- 12. Wild Writing.** After reading *Amelia Bedelia Goes Wild!*, ask students to choose a wild animal to research. They should use books and internet resources to create a nonfiction piece about their animal. Remind students to structure their piece by including an opening sentence, several facts, and then a closing sentence. As they write, students can confer with friends, just as Amelia Bedelia and her classmates did when they were writing their animal reports. Students can ask questions and make suggestions to help one another revise their writing.
CCSS W.2.2, W.2.5, W.2.7, W.3.2, W.3.4, W.3.5, W.3.7, W.4.2, W.4.4, W.4.5, W.4.7, W.5.2, W.5.4, W.5.5, W.5.7

Classroom Activities continued on next page...

CLASSROOM ACTIVITIES (CONTINUED)

- 13. Map It Out.** After reading *Amelia Bedelia Goes Wild!*, have your students plan to create a zoo, playground, or amusement park. Ask them to consider all the aspects needed for their project. For a zoo, what animal areas should be included? For a playground, what equipment should they use? In an amusement park, what attractions do they want to include? Do all these facilities need refreshments and first aid areas and restrooms? Have students talk through their ideas with a partner. After discussion and brainstorming sessions, ask students to design a map of their creation. Have them include a map key that explains the symbols incorporated into their map.
CCSS W.2.11, W.3.11, W.4.11, W.5.11
- 14. Build It Up.** Students can use their map from the above activity to build their project (zoo, playground, or amusement park). They can construct their creation using such materials as blocks, cardboard, Styrofoam, or boxes. Have students add signs to their project, just as Amelia Bedelia did. They can then add in the animals or people, making them from clay or using toys.
CCSS W.2.11, W.3.11, W.4.11, W.5.11
- 15. Whose Habitat?** Students can create murals of animal habitats like the ones Amelia Bedelia studied in *Amelia Bedelia Goes Wild!* These can include the rain forest, wetland, grassland, desert, ocean, and polar habitats. Students can then draw and cut out a picture of the animal they researched in the above activity and affix it to the appropriate habitat, being sure to label their animals.
CCSS W.2.11, W.3.11, W.4.11, W.5.11
- 16. When I Grow Up.** Amelia Bedelia learns about zoologists and scientists when she studies animals in school in *Amelia Bedelia Goes Wild!* Ask students to think about what they might want to be when they grow up, and why. Have them write an opinion piece describing why they would choose that occupation. Ask students to structure their piece by including an opening sentence, at least three supporting reasons for their choice, and a closing sentence.
CCSS W.2.1, W.2.11, W.3.1, W.3.11, W.4.1, W.4.11, W.5.1, W.5.11
- 17. Invention Convention.** Hold an “Invention Convention” in the classroom! Discuss how Amelia Bedelia invented a special monkey trap using her old car seat in *Amelia Bedelia Goes Wild!* Then ask students to think about something they could invent. What would they make? How would they create it? What would it do? Have them create a detailed, labeled drawing of their invention. Display all the drawings and have students circulate around the room to see one another’s innovative ideas.
CCSS W.2.11, W.3.11, W.4.11, W.5.11
- 18. In Training.** In *Amelia Bedelia Goes Wild!*, on page 95, Amelia Bedelia discusses how monkeys can be trained to help people. Have students research other animals that can be trained to help people. If possible, visit a facility where animals are trained as guide dogs or K-9 dogs. Ask students to choose an animal (such as a service dog, monkey, or horse) that has been trained to help people, and then have them write a nonfiction piece about it.
CCSS RL.2.11, RL.3.11, RL.4.11, RL.5.11, W.2.2, W.2.7, W.3.2, W.3.4, W.3.7, W.4.2, W.4.4, W.4.7, W.5.2, W.5.4, W.5.7
- 19. Trivia Time.** Drawing inspiration from *Amelia Bedelia Goes Wild!*, play an animal trivia game with the class. Divide students into two teams and present them with questions about animal habitats, hibernating animals, characteristics of animals, etc. At the conclusion of the game, the team with the most points wins. To enrich this activity, you can have the students create the trivia questions themselves and then research the answers. Then you can use their questions in a Jeopardy format in which the hardest questions are worth more points. This is a fun way to review and reinforce concepts from their animal study.
CCSS W.2.7, W.2.8, W.3.7, W.3.8, W.4.7, W.4.8, W.5.7, W.5.8
- 20. Heads Up!** After reading *Amelia Bedelia Goes Wild!*, have students write poems about an animal. Encourage them to include sensory details, including how the animal looks, moves, sounds, and feels. Then have them create simple headbands by drawing a picture of the animal, cutting it out, and affixing it to a sentence strip or a long, thin piece of oak tag paper. Fit the sentence strip around each student’s head and staple it to size. Have students wear their headbands while reading their poems aloud to their classmates or to another class.
CCSS W.2.11, W.3.11, W.4.11, W.5.11
- 21. Interesting Interviews.** In *Amelia Bedelia Goes Wild!*, Amelia Bedelia is interviewed by a reporter after she finds the missing monkey. Have each student interview a classmate after preparing six questions to ask. During the interview, students should record their partner’s responses. Have students type up their interviews and then compile them into an “All about Us” class book.
CCSS W.2.11, W.3.11, W.4.11, W.5.11
- 22. It’s All Greek to Me!** In *Amelia Bedelia Shapes Up*, Amelia Bedelia and her class begin their study of Ancient Greece. Have your students choose a Greek god or goddess to research using books or the internet. Students should write about their god or goddess and add an illustration. Compile these into a class anthology about Greek mythology, or have students record their information on a digital slide (using Google Slides, Microsoft PowerPoint, or Apple Keynote) and create a class presentation.
CCSS RL.2.7, RL.3.2, RL.4.2, RL.5.2, W.2.2, W.2.6, W.2.7, W.3.2, W.3.6, W.3.7, W.4.2, W.4.6, W.4.7, W.5.2, W.5.6, W.5.7
- 23. Wonderful Words.** In *Amelia Bedelia Cleans Up*, Amelia Bedelia’s father calls her plan to turn the vacant lot into a club meeting place “dangerous,” “hazardous,” “perilous,” and “treacherous.” Discuss why these words are all synonyms. As a class, create a Synonym Word Wall. Assign different words to pairs or small groups of students and ask them to list several synonyms for their words. (General words such as *run*, *talk*, *like*, *hot*, *cold*, and *big* are best for this activity.) Display these lists so that students can use the Synonym Word Wall in their daily work.
CCSS L.2.5, L.2.6, L.3.5, L.3.6, L.4.4, L.4.5, L.4.6, L.5.4, L.5.5, L.5.6
- 24. Read All About It!** In *Amelia Bedelia Sets Sail*, Amelia Bedelia’s father is featured in a newspaper article. Discuss the parts of the article in the illustration (headline, body, photo, and caption); you can use actual newspaper articles as models as well. Then have students write their own newspaper articles about something that has happened in their lives. Their articles can be compiled into a classroom newspaper using resources found on ReadWriteThink.org.
CCSS W.2.3, W.2.6, W.3.3, W.3.6, W.4.3, W.4.6, W.5.3, W.5.6

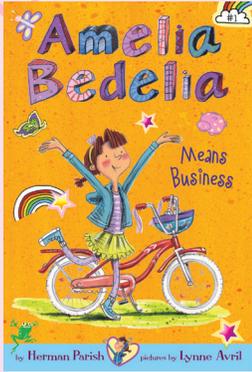


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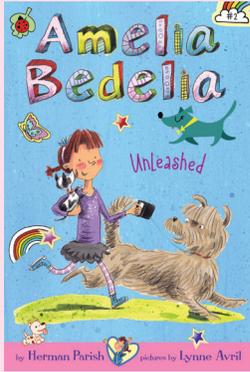


The Amelia Bedelia

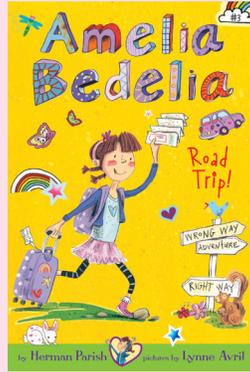
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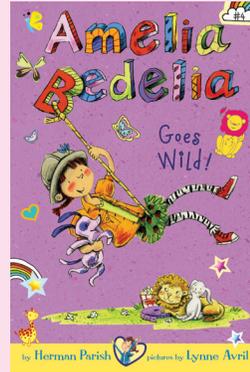
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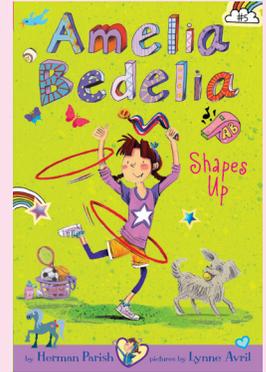
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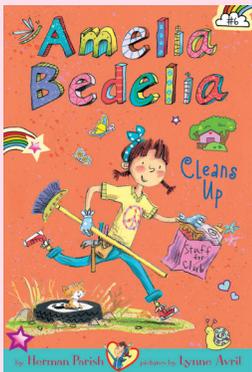
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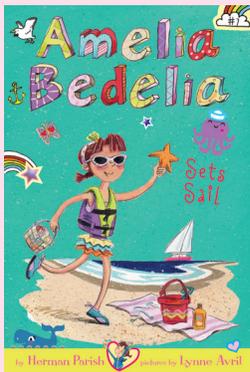
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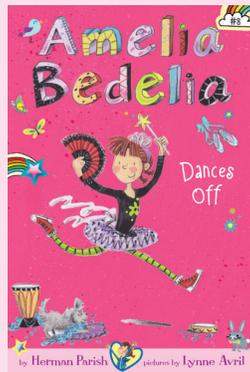
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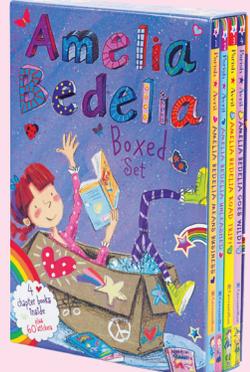
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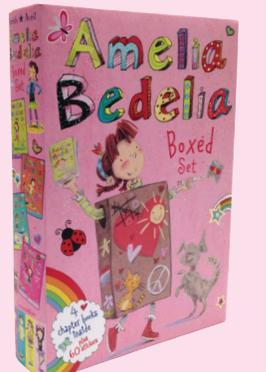
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