Note: Reproduce this cover decoration for students to color, cut out, and glue to the cover of their Nonfiction book.
What Are Literature Pockets?

In Literature Pockets—Nonfiction you will find activities for 11 categories of books and for “Finding Information in the Library.” The finished activities are stored in a labeled pocket made from construction paper. (See directions below.) Add the charming cover and fasten the pockets together. Your students now have their own Nonfiction book to treasure.

How to Make the Pockets
1. Use a 12” x 18” (30.5 x 45.5 cm) piece of construction paper for each pocket.
   Fold up 6” (15 cm) to make a 12” (30.5 cm) square.
2. Staple the right side of the pocket closed.
3. Punch two or three holes in the left side of the pocket.
4. Glue the title strip onto the pocket. The title strip is found on the bookmark page for each book.
5. Store each completed project in the pocket for that book.

How to Make the Cover
1. Reproduce the cover decoration on page 3 for each student.
2. Students color and cut out the cover and glue it to a 12” (30.5 cm) square piece of construction paper.
3. Punch two or three holes in the left side of the cover.
4. When all the pockets are completed, fasten the cover and the pockets together. You might use string, ribbon, twine, raffia, or metal rings.
Language

Bookmark ........................................ page 37
Make the bookmark following the instructions on page 2. Review the reading list provided on the bookmark. Ask students to read two books from the language category.

Catalog Cards.................................... page 16
Students create “catalog cards” as one way to summarize books read in this category. (See page 15 for directions.)

400s Scavenger Hunt......................... page 38
Individuals or small groups go to the library to explore the types of language materials found in the 400s. Each student is to locate books that meet the requirements on the Scavenger Hunt list.

An ABC Book................................. pages 39–43
Challenge students to come up with a new, interesting ABC book to write and illustrate.

It’s Part of the Language............... pages 44–46
Students select a part of speech (nouns, verbs, etc.) or interesting usage of words (similes, synonyms, figures of speech, etc.) and create colorful booklets.

What’s the Message? ...................... page 47
Students read information about nonverbal communication such as sign language, codes, or ancient pictorial languages. Students select one “language” they’ve read about and complete page 47.
The 400s are filled with books sharing how people communicate. Look for books about words in English and other languages, codes, alphabets, and ancient forms of writing.

- Alef-bet: A Hebrew Alphabet Book by Michelle Edwards
- A to Zen: A Book of Japanese Culture by Ruth Wells
- Behind the Mask: A Book about Prepositions by Ruth Heller
- Handsigns: A Sign Language Alphabet by Kathleen Fain
- The Mystery of the Hieroglyphs: The Story of the Rosetta Stone and the Race to Decipher Egyptian Hieroglyphs by Carol Donoughue
- Native American Talking Signs by Michael Kelly
- The Pig in the Spigot by Richard Wilber
- Scholastic Dictionary of Idioms by Marvin Terban
- Up, Up, and Away: A Book of Adverbs by Ruth Heller
- Who Talks Funny?: A Book about Languages for Kids by Brenda S. Cox
- You Don’t Need Words: A Book About Ways People Talk Without Words by Ruth Belov Gross
**400s Scavenger Hunt**

Look in the 400s in the library to find books that fit the categories listed below. Write the title and the Dewey decimal number of each book.

<table>
<thead>
<tr>
<th>Title</th>
<th>Dewey Decimal #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find three alphabet books, each with a different theme.</td>
<td></td>
</tr>
<tr>
<td>Find a book about figures of speech.</td>
<td></td>
</tr>
<tr>
<td>Find a book about a part of speech.</td>
<td></td>
</tr>
<tr>
<td>Find a book that contains nonverbal language.</td>
<td></td>
</tr>
<tr>
<td>Find a book written in a foreign language.</td>
<td></td>
</tr>
<tr>
<td>Find a book about a language using picture writing such as hieroglyphics.</td>
<td></td>
</tr>
</tbody>
</table>

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An ABC Book

After looking at examples of alphabet books with a variety of themes, students create an interesting version of their own.

Materials
- examples of alphabet books with varying themes
- pages 40–43, reproduced for each student (reproduce pages 1/6 and 2/5 back to back; reproduce pages 8/3 and 4/7 back to back)
- scissors
- crayons, marking pens, or colored pencils

Steps to Follow—Words and Illustrations
1. Share a variety of alphabet books with students. Study the ways in which they are alike and how they are unique.
2. Students select a theme. Then they draw an illustration and write a word, phrase, or short sentence to go with each letter of the alphabet.
3. Students write the book title on the cover page and add an interesting illustration.

Steps to Follow—Book Page
1. Fold and cut the two sheets of paper as shown.

Cut the edges of page 40. Cut the center of page 43.

2. Roll the top and bottom of page 6 and slip it through the hole in the center of the other sheet.
<table>
<thead>
<tr>
<th>Nn</th>
<th>Pp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mm</td>
<td>Oo</td>
</tr>
<tr>
<td>Bb</td>
<td>Dd</td>
</tr>
<tr>
<td>Aa</td>
<td>Cc</td>
</tr>
</tbody>
</table>
The end

Yy
Zz
Gg
Ee
Hh
Ff
It's Part of the Language

Provide a selection of “word” books from the library (for example, *Behind the Mask: A Book about Prepositions* by Ruth Heller or *A Chocolate Moose for Dinner* by Fred Gwynne). After students have had an opportunity to study the books, they create word books of their own.

**Materials**
- pages 45 and 46, reproduced for each student
- two 6” x 9” (15 x 23 cm) pieces of construction paper
- scissors
- glue
- pencils
- ruler

**Steps to Follow**
1. Make a construction paper book following these steps.

   a. Fold each piece of construction paper in half as shown.

   b. Draw a 3” (7.5 cm) line to the center of the fold line as shown. Cut along this line. Repeat on the other piece of paper.

   c. Slip the pieces of paper together along the cut lines.

2. Select a theme for a “word” book (a part of speech such as nouns, verbs, or adjectives; word usage such as similes, synonyms, or figures of speech). Using the forms on pages 45 and 46, write and illustrate pages.

3. Cut out the completed pages and glue them in order into the paper book.
What's the Message?

Title ________________________________________________

Author ________________________________________________

Dewey Decimal # _____________________________________________

Subject of Book:  sign language code ancient pictorial language

Why did you choose this book to read?
_____________________________________________________________________________________
_____________________________________________________________________________________

List six interesting facts you learned from this book.

• ____________________________________________________________
• ____________________________________________________________
• ____________________________________________________________
• ____________________________________________________________
• ____________________________________________________________
• ____________________________________________________________

Bonus:
Write or draw a message using what you learned in this book. Write the English translation on the back of your paper.
Nature and Animals

Bookmark ........................................ page 49
Make the bookmark following the instructions on page 2. Review the reading list provided on the bookmark. Ask students to read at least two nonfiction books about animals, habitats, or the weather.

Catalog Cards............................... page 16
Students create “catalog cards” as one way to summarize books read in this category. (See page 15 for directions.)

Habitats ........................................ page 50
After reading about a habitat, students write a report illustrated by pop-up forms.

An Animal Story ......................... pages 51–53
In this activity, students create a realistic drawing, list facts learned from the story read, and write a realistic fiction story about the animal.
Books in the 500s help us understand the world around us. They are books about things found in nature such as wild animals, natural habitats, and the weather.

- The Biggest Living Thing by Caroline Arnold
- Coral Reef: A City That Never Sleeps by Mary M. Cerullo
- Elephant Quest by Ted and Betsy Lewin
- Gone Forever: An Alphabet of Extinct Animals by Sandra and William Markle
- Hawk Highway in the Sky: Watching Raptor Migration by Caroline Arnold
- Insect Metamorphosis: From Egg to Adult by Ron Goor
- National Audubon Society First Field Guide—Reptiles by John L. Behler
- One Day in the Tropical Rain Forest by Jean Craighead George
- On the Brink of Extinction: The California Condor by Caroline Arnold
- Outside and Inside Birds by Sandra Markle
- Safari by Robert Bateman
- The Ultimate Dinosaur Book by David Lambert
- What Is the Animal Kingdom? by Bobbie Kalman
Habitats

After reading one or more books about a habitat, students create a pop-up report.

Materials
- 9" x 12" (23 x 30.5 cm) construction paper
- two 3" x 6" (7.5 x 15 cm) pieces of construction paper
- two 2" (5 cm) squares of white construction paper
- 4" x 10" (10 x 25.5 cm) writing paper
- glue
- pencil
- crayons or marking pens
- scissors
- stapler

Steps to Follow—Report
1. Select a habitat. Read one or more books about the habitat.

2. Write a report describing the typical features of the habitat and the plants and wildlife that live there.

3. Using the 2" (5 cm) squares of white construction paper, illustrate one animal and one plant appropriate to the habitat.

Steps to Follow—Pop-ups
1. Make two mini-pop-ups with the 3" x 6" (7.5 x 15 cm) pieces of construction paper.

   - fold paper
   - cut tab
   - fold tab over
   - reverse fold paper
   - tab pops out

2. Glue the illustrations to the front of the pop-up tab. Close the pop-up and label the front.

3. Staple the report to the left side of the large construction paper. Glue each of the pop-up tabs down the right side of the paper.
An Animal Story

After reading a nonfiction book about an animal, students list facts they learned, make a naturalistic drawing, and then create a realistic fiction story.

Materials
- pages 52 and 53, reproduced for each student
- writing paper
- pencil
- drawing paper
- drawing pencils or pen and ink
- glue

Steps to Follow
1. Each student reads a nonfiction book about an animal.
2. After studying realistic illustrations of animals in books, students draw the animal using drawing pencils or pen and ink.
3. Using page 52, students list 10 facts they learned about the animal from the book they read. They glue the list of facts to the back of their animal drawings.
4. Provide students with the planning sheet on page 53. Using the facts they collected, students write a realistic fiction story about the animal, including the facts they learned as part of the text.
10 Facts About a Animal

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
## Realistic Fiction Animal Story
### Planning Sheet

1. Who are the **characters** going to be?
   - animals:
   - people:

2. What is the **setting** going to be?
   - location:
   - time:

3. What **point of view** will you use? (animal's point of view or person's point of view)

4. Think about the story **events**. Try to have at least three. (The final event should be the most exciting.)

5. How will the story end?
Bookmark .................................................. page 61
Make the bookmark following the instructions on page 2. Review the reading list provided on the bookmark. Ask students to read two nonfiction books about science or technology.

Catalog Cards ............................................. page 16
Students create "catalog cards" as one way to summarize books read in this category. (See page 15 for directions.)

A Bright Idea ............................................ pages 62–65
Students read about an invention and then answer the questions on pages 63–65 to create a "Bright Idea" book.

Wanted—A Job Description ... pages 66 and 67
Students write a job description for a scientific or technological occupation.

What’s Inside? ................................. page 68
Using library resources, students take a close look at the insides of machinery. Then they draw and label the working parts of one kind of machine.
Here are the science and technology books that explain how people use what they know about nature to create all the things we use. Medicine, space travel, vehicles, and buildings are a few of the subjects you will find in the 600s in the library.

- *Bridges Are to Cross* by Philemon Sturges
- *Eyewitness Visual Dictionary of Everyday Things* by Deni Bown
- *The Fantastic Cutaway Book of Giant Machines* by Jon Kirkwood
- *The Golden Gate Bridge* by Craig A. Doherty
- *Look Inside Cross-Sections: Ships* by Moira Butterfield and Jonathan Potter
- *Mistakes That Worked* by Charlotte Foltz Jones
- *The New Way Things Work* by David Macaulay
- *Rockets and Spacecraft* by Robert Snedden
- *The Sears Tower (Building America)* by Craig A. Doherty
- *Technology in the Time of Ancient Rome* by Robert Snedden
A Bright Idea

Students read about inventions and then select one to explore more thoroughly. Using the forms provided, students compile a simple invention report.

**Materials**
- pages 63–65, reproduced for each student
- 8” x 10” (20 x 25.5 cm) construction paper
- scissors
- pencil
- glue
- stapler
- crayons or marking pens

**Steps to Follow**
1. After reading about an invention, students complete their report using pages 63–65. Cut the completed report pages apart.
2. Fold the construction paper in half to use as a cover. Glue the Bright Idea form to the front cover.
3. Staple the report pages inside the cover.
A Bright Idea

What?
Tell what the invention is and how it works.

Draw a picture of the invention.
**I have a bright idea!**

Describe your idea.

---

**Why?**

Tell why the invention is important.
What are the qualifications for a job as a chemist, a geologist, or an astronomer? There are hundreds of scientific and technological jobs. Students learn more about what these people do and what they must know.

**Materials**
- page 67—make an overhead transparency and reproduce for each student
- pencil
- writing paper

**Steps to Follow**
1. Study several books about different areas of science and types of scientists. Select one area of science and a type of scientist working in that area. Use that scientist to model the activity. Fill in the sections of the overhead transparency as the class answers these questions:
   - What does the scientist do?
   - What kind of education and experience is necessary?
   - What characteristics and talents will help with this job?

2. Divide students into small groups. Ask each group to select a type of scientist to research. They take notes on writing paper and use them as they complete the form on page 67. They are to include a description of the job, where the job will be located, and the education and experience required.

3. Each group selects one member to share what they learned with the class.
Wanted:

Job Description (What)

•

•

•

•

Job Location (Where)

Job Prerequisites
Education:

Experience:
Using library resources, students take a close look at the insides of machinery.

**Materials**
- two 6" x 9" (15 x 23 cm) pieces of white drawing paper
- writing paper cut to 6" x 9" (15 x 23 cm)
- crayons, colored pencils, or marking pens
- pencil

**Steps to Follow**
1. In preparation for this activity, students do a search of the 600s in the library to locate books containing cross-sections of machinery. Present these to the class, pointing out appropriate illustrations. Place the books in an accessible location for students to use as they complete the activity.

2. Students select one type of machine to illustrate. They draw the outside of the machine on one piece of drawing paper and the inside on the other. They then label parts where possible.

3. Students write a paragraph describing how the machine works and staple the pages together.