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

In *Literature Pockets—Fiction* the activities for each of the 12 genres 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 Fiction 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.
Folklore Bookmark........................ page 13
Make the bookmark following the instructions on page 2. Review the description of the genre and the reading list provided on the bookmark. Then ask students to read at least two examples of folklore.

Is It Folklore?........................ page 14
Review the attributes of folklore. Students list the books they read, and then evaluate each book by checking the appropriate boxes on the form.

Folklore Mobile..................pages 15 and 16
Students create a book report mobile about one book of folklore they have read.

Make a Map...................... pages 17-19
Students make a map representing a piece of folklore. The map will be used to portray the setting, characters, and events from the story.

Movable Puppet.............. pages 20 and 21
Students create a puppet of a main character from a story they read. The puppet will be hinged so it can move.
Folklore stories reflect a culture. They are stories that were originally told aloud. They have been told over and over again, from generation to generation. Each time they are told, they may change a little.

- *And the Green Grass Grew All Around* by Alvin Schwartz
- *Cut from the Same Cloth* by Robert D. San Souci
- *Favorite Medieval Tales* by Mary Pope Osborne
- *Her Stories* by Virginia Hamilton
- *Jump On Over! The Adventures of Brer Rabbit and His Family* by Van Dyke Parks
- *Nursery Tales Around the World* by Judy Sierra
- *The Bronze Cauldron: Myths and Legends of the World* by Geraldine McCaughrean
- *The Dragon Prince: A Chinese Beauty and The Beast Tale* by Laurence Yep
- *The Rough-Face Girl* by Rafe Martin
- *Three Sacks of Truth* by Eric Kimmel
- *When the Chenoa Howls* by Joseph and James Bruchac
- *With a Whoop and a Holler: A Bushel of Lore from Way Down South* by Nancy Van Laan
Is It Folklore?

Write the title and author of each book you read. Make a check mark under the characteristics that are true about the book.

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>a story about a time long ago</th>
<th>story gives detail about the culture in which it was set</th>
<th>a version of a story you've heard before (Name it)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Title:</td>
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<td>Author:</td>
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</tbody>
</table>
Folklore Mobile

Students share the stories they read by making simple mobiles.

Materials
- page 16, reproduced for each student
- 2” x 17” (5 x 43 cm) tagboard
- construction paper scraps
- nine 12” (30.5 cm) pieces of string
- crayons or marking pens
- ruler
- hole punch
- Optional: quart-sized self-locking plastic bags

Steps to Follow
1. Discuss the types of items that must be included on the mobile (title, author, and illustrator of book; main characters; main events of the story). Explain that pictures and/or words may be used.

2. Pass out materials or provide a central collection point.

3. Guide students through these steps to prepare their mobiles:
   a. Measure, mark, and punch holes in the tagboard as shown.

   ![Image of measuring and marking]

   b. Write the title, author, and illustrator of the book on the strip.

   c. Staple the strip end to end to form a ring. Tie a string to each of the six bottom holes. (You may punch more holes if you need to hang more than six items from the mobile.)

   d. Illustrate the main characters from the story on the oval shapes (page 16). Write each character’s name on the oval.

   e. Write the main events from the plot on the rectangles.

   f. Cut out the shapes and glue them to construction paper scraps. Cut around the shapes, leaving a narrow border. Punch a hole in the top of each shape.

   g. Tie a string from each of the three top holes. Bring the strings together and tie a knot. Now the mobile can be hung.

4. After students prepare their mobiles, provide time for them to share their work and then place the mobiles in their pockets. (The mobiles may be put into quart-sized self-locking plastic bags to keep the pieces from being damaged.)
Make a Map

A Map of [Diagram of a map]

Students make individual maps representing folklore they read.

Materials
- pages 18 and 19, reproduced for each student
- crayons, colored pencils, or marking pens
- glue
- scissors
- ruler
- writing paper

Steps to Follow
1. Students recall and write details about the setting and events in the book of folklore they read.
2. Cut out and glue pages 18 and 19 together to make the blank map.
3. Draw the setting (woods, town, etc.) of the story. This could be a single setting such as the woods in Goldilocks and The Three Bears or a whole landscape of fields, forests, and towns in a story such as Saint George and the Dragon.
4. Complete the key in the corner to show symbols for the trees, landforms, and buildings, etc., used on the map.
5. Add characters from the story engaged in some activity from the plot.
Movable Puppet

Students select a character from the story they read and make a puppet of that character. They then manipulate the puppet as they retell the folktale.

Materials
- 12” x 18” (30.5 x 45.5 cm) tagboard (or use old file folders)
- page 21, reproduced for each student
- paper fasteners
- 2 plastic straws or thin doweling
- crayons or marking pens
- scissors
- hole punch
- cellophane tape

Steps to Follow
1. Cut out the templates on page 21. Trace around the templates on the tagboard.
2. Lightly sketch the character on tagboard.
3. Color and cut out the pieces.
4. Punch holes where needed. Attach the movable parts with paper fasteners. Tape the paper fastener on the back of the figure to hold it in place.
5. Tape straws or doweling to the puppet—one piece to the body, one piece to the movable part.
Movable Puppet Templates
Historical Fiction Bookmark .......... page 69
Make the bookmark following the instructions on page 2. Review the description of the genre and the reading list provided on the bookmark. Then ask students to read at least two examples of historical fiction.

Is It Historical Fiction? ............... page 70
Review the attributes of historical fiction. Students list the books they read and then evaluate each book by checking the appropriate boxes on the form.

A Friendly Letter ............... pages 71 and 72
Students write a letter to a friend summarizing and evaluating a historical fiction book they read.

A Time Line ..................... pages 73 and 74
Students make a time line of the important events that occurred in the story they read.

Paint a Portrait ............... pages 75 and 76
Students paint a portrait of the main character from a book of historical fiction. Then they write a descriptive paragraph about that character.
**Historical Fiction**

*Historical fiction is a kind of realistic fiction based on a historical period or event. It may portray real people in invented situations or invented people in historical settings. The time and place of the setting are portrayed authentically.*

- *Abigail Takes the Wheel* by Avi
- *Dear Levi: Letters From the Overland Trail* by Elvira Woodruff
- *Folks Call Me Appleseed John* by Andrew Glass
- *I Thought My Soul Would Rise and Fly* by Joyce Hansen
- *Ida Early Comes Over the Mountain* by Robert Burch
- *Jim Ugly* by Sid Fleischman
- *Lily's Crossing* by Patricia Reilly Giff
- *Little Farm in the Ozarks* by Roger Lea MacBride
- *Lucy's Wish* by Joan Lowery Nixon
- *Shakespeare's Scribe* by Gary L. Blackwood
- *The Night Crossing* by Karen Ackerman
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
Note: Reproduce this page for each student to use with "Is It Historical Fiction?" on page 68.

Name:

**Is It Historical Fiction?**

Write the title and author of each book you read. Make a check mark under the characteristics that are true about the book.

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>time and place of setting is real</th>
<th>real characters—invented events</th>
<th>invented characters—historical events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Title:</td>
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<td>Author:</td>
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</table>
A Friendly Letter

Students use the format of a friendly letter to report on a historical fiction book.

Materials
- page 72, reproduced for each student
- pencil
- envelope
- stickers to use for stamps

Steps to Follow
1. After reading a book of historical fiction, students write a letter summarizing and evaluating the book they read. Write these reminders on the chalkboard.

   The letter should include:
   - who the book was about
   - where and when the story took place
   - the most important events in the story
   - why your friend should or should not read the book

2. Students address an envelope and put a sticker in the corner for a stamp.

3. Allow time for students to share their letters. Then they place their letters in their pocket books.
Students recall important events from a story they read. Then they record the events in order on a time line, including dates if any were given.

**Materials**
- page 74, reproduced for each student
- scissors
- glue
- writing paper

**Steps to Follow**
1. On writing paper, make a list of the most important events that occurred in the story. The last item should be the concluding episode in the book.
2. Prepare the time line form by cutting the strips apart and gluing them end to end. If more than six spaces are needed, add additional strips to make the time line as long as necessary.
3. Write the events on the time line in the correct order. Include a date if possible (May 6, mid-June), if not, include the time of year (summer, late fall) or the book chapter (chapter 1, mid-chapter 3).
Paint a Portrait

Visit a historical home or a museum from earlier times and you will find portraits of people living at that time. Sometimes these are famous men and women from history, but often they are just family members. In this activity, students select a character from the book they read and then draw the person's portrait.

Materials
- page 76, reproduced for each student
- colored pencils or marking pens
- gold marking pens
- writing paper, cut in the shape of the frame
- scissors
- glue

Steps to Follow
1. Write the person's name on the white name plate at the bottom of the frame.
2. Select a character from the historical fiction read and draw a portrait (head and shoulders) of the person. Students may need to use their imaginations as well as story details in deciding what the person looks like.
3. Use gold marking pens to outline the design on the frame.
4. Write a paragraph describing the person drawn. This should be a description of the person's character, not physical appearance.
5. Glue the descriptive paragraph to the back of the portrait.
Humorous Stories Bookmark ............ page 84
Make the bookmark following the instructions on page 2. Review the description of the genre and the reading list provided on the bookmark. Then ask students to read at least two humorous stories.

Is It a Humorous Story? ................. page 85
Review the attributes of humorous stories. Students list the books they read and then evaluate each book by checking the appropriate boxes on the form.

Laughter Scale ............................. page 86
Working together or as individuals, students develop a list of words or phrases to describe how funny a story is (made me smile, giggled out loud, fell down laughing, etc.). They write their descriptions from least funny to most funny using the form on page 86. Then students color in spaces to show how high up the “Laughter Scale” they would rate the humorous story they read. Extend the activity by having students write a paragraph on the back of the paper explaining why they gave the book that rating.

Comic Strip ................................. page 87
After reading a humorous story, students retell a favorite incident in comic strip form.
The characters, dialog, setting, and/or events may be realistic or imaginative. They are often combined with other genres. Whatever the stories contain, they are funny!

- A Year with Butch and Spike by Gail Gauthier
- Anastasia Absolutely by Lois Lowry
- Bug Boy by Carol Sonenklar
- Cockroach Cooties by Laurence Yep
- Dominic by William Steig
- Frindle by Andrew Clements
- I Was a Rat! by Philip Pullman
- Matilda by Roald Dahl
- Nasty, Stinky Sneakers by Eve Bunting
- The Best School Year Ever by Barbara Robinson
- The Hoboken Chicken Emergency by Daniel Pinkwater
- Wayside School Gets a Little Stranger by Louis Sachar
Note: Reproduce this page for each student to use with “Is It a Humorous Story?” on page 83.

Name:

**Is It a Humorous Story?**

Write the title and author of each book you read. Make a check mark under the characteristics that are true about the book.

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>funny dialog</th>
<th>funny characters</th>
<th>funny events</th>
<th>combined with another genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Title:</td>
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</table>
Laughter Scale

Fill in the words describing how funny your book was. Write the least funny word or phrase at the bottom of the scale and the most funny word or phrase at the top near the bell. Then color the pole to show how you would rate the book.

6
5
4
3
2
1

title of book
Comics Strip

Students draw a comic strip to depict one of the highlights of a humorous story they read.

Materials
- two 4” x 12” (10 x 30.5 cm) pieces of white construction paper
- crayons, colored pencils, or marking pens
- glue
- ruler

Steps to Follow
1. Discuss the attributes of a comic strip (short, colorful, funny, pictures tell much of the story).
2. After reading a story, students select one humorous situation to retell in comic strip form. They plan the pictures and dialog for each part of their comic strips.
3. Students divide their paper into three 4” (10 cm) boxes. Outline each box with black crayon or marking pen. Glue the strips together. (Cut off any boxes not needed, or glue on more boxes if necessary.)
4. Draw a picture in each box. Add speech bubbles. Write dialog in the speech bubbles. Add short captions where needed to move the situation along.
5. Provide time for students to share their comic strips. Ask them to explain why they selected that situation to retell.
Fantasy Bookmark ......................... page 89
Make the bookmark following the instructions on page 2. Review the description of the genre and the reading list provided on the bookmark. Then ask students to read at least two fantasy stories.

Is It Fantasy? .............................. page 90
Review the attributes of fantasy stories. Students list the books they read and then evaluate each book by checking the appropriate boxes on the form.

Fantasy Book Report ..................... page 91
Students complete the form on page 91 to report on a fantasy book they read.

Magic Wand .............................. page 92
Provide an assortment of craft materials and set students’ imaginations free to make magic wands. They then write about how they would use their wand if it truly were magical.

Create a Game ......................... pages 93–96
Students create board games around a fantastic location from one of the fantasy books they read.
Make-believe and animals or inanimate objects that talk are important parts of a fantasy story. Some or all of the story elements (characters, setting, problem, solution, and events) are imaginative and would be impossible in the real world.

- *A Wizard of Earthsea* by Ursula K. LeGuin
- *The Black Cauldron* by Lloyd Alexander
- *Ella Enchanted* by Gail Carson Levine
- *The Five Sisters* by Margaret Mahy
- *Gulliver in Lilliput* by Margaret Hodges
- *The Hobbit, or, There and Back Again* by J. R. R. Tolkien
- *The Indian in the Cupboard* by Lynne Reid Banks
- *The Last of the Really Great Whangdoodles* by Julie Edwards
- *The Lion, the Witch, and the Wardrobe* by C. S. Lewis
- *Perloo the Bold* by Avi
- *Redwall* by Brian Jacques
- *Under the Cat’s Eye* by Gillian Rubinstein
- *Well Wished* by Franny Billingsley
Is It Fantasy?

Write the title and author of each book you read. Make a check mark under the characteristics that are true about the book.

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>make-believe story events</th>
<th>fantasy setting invented events</th>
<th>animals or inanimate objects that talk</th>
<th>real-world setting—impossible events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Title:</td>
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<td>Author:</td>
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</tbody>
</table>
Name: ____________________________

Title of the book ____________________________

Author ____________________________

List three fantastic/magical events that occurred in the story.

1. ______________________________________

2. ______________________________________

3. ______________________________________

Describe your favorite character in the story.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Would you recommend this book to a friend? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Magic Wand

Students use their imagination and a variety of art materials to create magic wands.

**Materials**
- thin doweling
- plastic straws
- twigs
- assorted papers including aluminum foil and shiny wrapping paper
- things to glue—sequins, glitter, beads, buttons, ribbons, feathers, etc.
- scissors
- glue
- tape
- marking pens
- writing paper

**Steps to Follow**
1. Establish procedures students are to follow in collecting materials from a central location.
2. Discuss possible ways to decorate a magic wand. Show the types of materials students choose to use.
3. Students collect materials and decorate their wands.
4. When the wands are completed, students write about one way in which they would use their wands if they were really magic.
Create a Game

Students create a board game for the story they read. The theme of the game should relate to the theme of the story (finding something magical, a quest, an adventurous journey, escaping from a wizard or dragon, etc.). The board should reflect the setting of the story. The playing pieces should relate to the characters in the story.

Materials
- sample game boards
- pages 94–96, reproduced for each student
- 20" x 16" (51 x 40.5 cm) tagboard
- scissors
- glue
- crayons or marking pens
- assorted items to use for game pieces—beans, buttons, pebbles, counters, etc.
- dice—optional

Steps to Follow—Planning the Game
1. Examine some board games to determine what elements each one contains. Ask students to identify the theme of the game and describe how the game board and playing pieces reflect this theme.

2. Display a fantasy story that was read aloud to the class or one that most students are familiar with. Ask students to think of types of board games that might be made that could relate to the story. Write their ideas on the chalkboard. Include a discussion of what the board and playing pieces might look like and what rules would apply.

3. Then each student plans a game that relates to the fantasy book he or she read.

Steps to Follow—Making the Board
The following directions are for using the game forms on pages 94–96. Some students may want to create their own game board.

1. Glue the two parts of the game board to a sheet of tagboard.

2. While the glue is drying, cut out the cards for the game. Make additional cards if needed to play the game.

3. Write the game rules on the form.

4. After the glue dries, write the name on the game board and color in the background. Glue the game rules to the back of the board.
My Game

(name of game)

Number of Players: ____________

Rules: ____________________________________________

Lose 1 turn.
Lose 1 turn.
Go back 3 spaces.
Free Turn
Free Turn
Go back 1 space.
Move ahead 2 spaces.
Move ahead 1 space.
Pick another card.

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