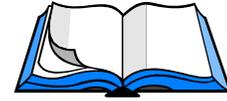




Novel Guide for Gifted and Advanced Readers



This guide is appropriate for use with gifted and advanced readers. It addresses their affective and cognitive needs through questions that can be used for discussion. Depending on the length of the book, students should read the entire book before conducting the bibliotherapy lesson, the **Group Discussion** using the higher order questions and the **After Discussion** activities. Students should be given the **Before Discussion** activities to complete during their time while reading the book. If the book is exceptionally long, you may need to modify this lesson plan. See **Novel Guide: Notes for Implementing** for additional procedures and recommendations.

Book Title: *Ida B*

Author: Katherine Hannigan

Interest Level: 3-6

Lexile: 970L

Length: 246 pages

Guide developed by: Shelley W. Patterson

Summary: A lively, imaginative fourth grade girl, Ida B Applewood, enjoys everything about her life from be homeschooled by her parents to spending her afternoons frolicking by the brook, mountain, and trees with her floppy-eared friend, Rufus. More than anything, Ida B loves making plans to “maximize fun, avoid disaster, and, possibly, save the world”. Then, one day Ida B’s whole world turns upside down when her mother discloses that she has breast cancer. At first, Ida B does not realize the seriousness of her mother falling ill until one night at dinner when her daddy explains that not only does he have to sell some of their land to pay for mama’s medical bills, but Ida B. must go back to public school. Feeling betrayed, Ida B confronts the changes in her life one by one, and somewhere along the way learns to forgive and love again.

Conceptual Connections

Conceptual Lens: change

Other Key Concepts: growth, family

Essential Understandings:

- Change can be challenging for families to embrace.
- Change can promote personal growth.

Essential Questions:

- How can change present challenges for families?
- How can change promote personal growth?

Affective Focus (Bibliotherapy)

Introductory Activity/Hook

Change happens all around us. Change happens when we move to a new school, a new sibling is born, when a pet dies, we get a new teacher, or a new neighbor moves in next door. In your journal, brainstorm and make a list of five changes that has happened in your life, and write a short sentence after each “change” you listed explaining how you initially felt about the change.

Menu of Bibliotherapy Questions

Identification:

- What does Ida B enjoy about her life?
- What happens that makes Ida B’s life change drastically?
- How does Ida react to the changes happening in her life?
- What did Ida B do that made her realize that she had gone too far?
- What does Mrs. Myer do to help Ida B through her challenging time?
- What plan does Ida B create that helps her unblacken her heart and learn to love again?

Catharsis:

- How did Ida B feel when she was at home with mama, daddy, Rufus, Lulu, the brook, mountains, and trees?
- How does Ida B feel when mama gets sick?
- How did Ida B’s heart change when she felt betrayed by her parents for selling the land and making her go back to school?
- How did Ida B feel when Claire told her she was mean?
- How did Ida B’s feelings about Mrs. Myers change throughout the year?
- How did Ida B’s heart change when she began apologizing to all the friends she had wronged?

Insight:

- What changes in your life have been challenging to accept? Did it affect how you treated others?
- How does it feel when something changes in your life in a way that you do not have any control over?
- What are the benefits of apologizing to someone when you know you have treated them badly?
- What can you do to help people who are going through tough changes in their lives?

Universalization/Follow up Activity

The teacher will pair students up in groups of four. The teacher will bring around a bowl that has prewritten “life changing” phrases on it (i.e. a friend has a loved one that is sick, a friend will be getting a new baby brother or sister, a friend’s mom or dad has lost their job, a friend is moving away to a new school, a friend has to move out of their house, a friend’s pet passes away, or a friend’s parents are getting divorced, etc.) Each group will select a change from the bowl and write an action plan of things they could do to help someone going through a challenging change in their life. They will make an action plan chart on a large sheet of poster paper and present it to the class.

Reading Comprehension: Independent Work and Group Discussion

To foster strong reading comprehension, literacy skills, and love of literature, students need to read critically, respond to what they read with text-based evidence, develop a robust vocabulary, and engage in high level discussion with peers. The following activities address these components.

Before Group Discussion (Activities for students to complete independently)

A. Knowledge and Comprehension Questions related to the novel. Students use sticky notes to locate answers in the text as they read. Teacher may use student's answers for a grade.

Knowledge Questions

- Who is Ida B named after?
- Who is the tree that Ida B respects/admires the most? Who is the slickest tree?
- Who did Ida B help teach math fluency facts to at school? How does she help him?
- What activity did Mrs. Washington do every day that Ida enjoyed?
- What did Ida B do at school that she was excited to tell mamma and daddy about?
- What did Ida B do to attempt to stop the invaders from moving into her territory?
- What did Ida B tell her daddy about the earth twice in the book?

Comprehension Questions

- Why does Ida B dislike kindergarten?
- Why does Ida B feel betrayed by her parents?
- Why does Ida B stop visiting the brook and trees?
- Why does Ida B allow her heart to turn sharp and black?
- What internal struggle does Ida B face when she encounters loved ones in the book?
- Why does Ida B decide not to read the second time Mrs. Washington asks her to?
- Why does Ida B not accept her parents offer to build her a new orchard of apple trees?
- Why does Ida B decide to make a plan to apologize to Claire, and eventually, the brook and trees?

B. Vocabulary Study: Students will complete the following activities with vocabulary from the novel. The activities may be used for a grade, but should also be included in the discussion.

- Students look up the word in the dictionary or online, noting the definition that best fits how the word is used in the passage. Also, determine possible synonyms and evaluate the author's use of the word in the passage.
- Students will complete a graphic organizer provided by the teacher.

Vocabulary Words

- forbearance (p. 9)
- impenetrable (p. 21)
- perpetual (p.21)
- abiding (p. 29)
- reluctantly (p. 36)
- ether (p. 56)
- vileness (p. 99)
- tribulation (p. 104)
- indignant (p. 121)
- formidable (p.171)
- mortification (p.184)
- degradation (p.207)
- perseverance (p.234)

Group Discussion: Teacher-facilitated small group discussion. Teacher may choose to provide students with a set of the questions prior to the discussion. Students should also be encouraged to create their own questions.

Higher-Level Questions (using Bloom's categories):

1. Application

- In the story, Claire tries to reach out to Ida B several times. On her first day of school Claire asked her to play, and then, later she extends her hand to Ida B when she jumps down and screams at her. Until finally, Claire tells her, "You're mean". If you were Claire, would you have been able to forgive Ida B for her behavior when you had tried to befriend her?
- Who in the story would it have been most difficult for you to apologize to--Claire, the brook, the apple trees, or the oldest tree? Why?
- On page 32, Ida B tells her daddy, "I think the earth takes care of us, too.". Identify ways you think the earth cares for Ida B in the story, as well as, in your own life.

2. Analysis

- What type of teacher was Mrs. Myers compared to Mrs. Washington? How do they show their differences in their interactions with Ida B?
- What conclusions can you draw about why Ida B decides to call Ms. Washington "Ms. W" and pretends to read like her in her room?
- Why did Ida B compare apologizing to spring cleaning on page 222?
- How does mamma show that she is the peacemaker in the family?
- At the end of the book, Ronnie invites Ida B to play dodge ball and Ida B accepts, how does her acceptance show personal growth and a change of heart for Ida B?

3. Evaluation

- What do you think about the fact that Ida B never apologizes to mamma or daddy?
- In the story, after Ida B screams at Claire and her little brother she runs away chanting, "I won, I won, I won". Can you justify her behavior? Do you think she really "won"? Why or why not?
- Can you understand why Ida B is so hurt by the changes in her life? If you were in her shoes, how would you react to her experiences?
- Do you agree or disagree with the statement, "Change can promote personal growth?" Why or why not?
- Which character impressed you the most? Why?

4. Synthesis

- How would Ida B's reaction to her mother's illness and the selling of the land been different if Ida B had not had a negative experience with public school in kindergarten?
- If you could have taken away one of Ida B's changes what would it have been? Why?
- If you had been a tree in Ida's life or a classmate at school, what could you have done to help her throughout her life crisis? What could you have said?

After Group Discussion: Activities for students to complete with a partner, in a small group, or individually. Activities may be used for a grade.

A. Connections to the Curriculum: Students will make connections to a curriculum area (math, science, social studies, language arts, art, or careers) using one of the concepts from the story. The product should reflect creativity as well as critical thinking.

- **Math-** In the story, Ida B helps Ronnie through creating fun and interesting math games to help him become more confident and successful in math. With a partner, create a challenge game that could help bring forth positive change or growth in your classroom. How can you turn the game into a competition? Who is this game devised for? The game can even be a board game with thought provoking word problems like mamma would have asked Ida B when she was homeschooling her. Can you make the setting of the game on Ida B's farm? With the apple trees? Involve Rufus and Lulu?
- **Language Arts/Writing-** In the story, Ida B describes school as the "Dungeon of Deadly Dullness" and the bus as the "Yellow Prison of Propulsion". Looking at school through the lens of Ida B, rewrite the names of other school related places and objects.(i.e. the cafeteria, dodge ball, P.E. music, art class, etc.) Then, rewrite the names again to reflect Ida B's change of heart at the end of the story.
- **Social Studies-** When Ida B is playing Celebrity Challenge, she decides to be the Queen Elizabeth the First because "she had red hair and she was the queen of England with a king or a prince or anything". Research the Queen of England and compare and contrast her character traits with Ida B's character traits. Do you think she was a good choice for Ida B to choose for the celebrity challenge? Research strong women in history and choose a person who you think is most similar to Ida B. Write an persuasive letter to Ida B as to why you think your woman in history should be considered as a suitable choice for the next Celebrity Challenge.
- **Science/Technology-** When Ida B wants to deter Claire's family from settling in on Ida B's former land, she creates posters depicting horrific natural disasters and pests that may affect their home. Even though Ida B realizes her posters are inaccurate, she is hoping the people moving in are not schooled in natural disasters. Research and make your own list of the "most deadly and dangerous things in the universe" (i.e. poisonous snakes, tarantulas, tornados, malamutes, tsetse flies, locusts) like Ida B did and place them correctly in their environment by creating a Google Earth tour. In the tour, you can explain why the animal, insect, or natural phenomenon is so dangerous, as well as, the number of those affected each year by the deadly choice. Did all of her suggested deadly and dangerous things make your list? Why or why not?
- **Art-** At the beginning of the book, Ida B explains how she talks to the trees by saying, "There's more than one way to tell each other things, and there's more than one way to listen, too. And, if you never heard a tree telling you something, then I you really don't know how to listen just yet". Think of how people communicate to one another without words through facial expressions and body language. Then, illustrate how the various trees would visually look to depict their personalities. How would Paulie T., Viola, Gertrude, Maurice, and the old tree look differently? Create an illustration showing the expressions of the trees as they would look in nature.
- **Careers-** When Ida B decides to try to reconnect to the apple trees, she explains that daddy and her are going to plant new apple trees in the south field to try make amends for the trees that were cut down. With this new positive change, Ida B is sure to devise a new plan. Research using farmer's almanac, internet sites, and possible contact with an apple farmer to inquire: What type of apple trees would grow best in Wisconsin? What resources Ida B and her father need? What time of year is best for successful planting? How much money it would cost? How long it would take for her trees to establish themselves to bear fruit? Make an "Apple Orchards for Dummies" resource guide that Ida B would make to aide her in her plan.

- **Language Arts/ Creative Dramatics-** In the book, change is happening on a daily basis not only for Ida B, but for her friends, the brook and the apple trees. Throughout the book, it is obvious that her friends were aware of the changes occurring in Ida B's life. Write a script from the point of view of the brook, Viola, Paulie T., and the Old Tree. Making sure they stay true to character, write an additional scene of the book where they are discussing what they see happening in Ida B's life during the time she would not come and visit them. Do they think she is justified in her behavior? Do the four characters have differing perspectives? Perform the scene/skit for the class.

B. Creative Reading: Using the following list of creative products, students will complete a project reflecting their personal connection with the novel (students may determine their own creative product with the approval of the teacher):

1. Create a puppet play based on a favorite scene in the story
2. Create a poem based on the novel, a character, or favorite scene
3. Illustrate a favorite scene(s) from the story
4. Create a story board of the plot of the story
5. Write a screen play based on the story
6. Create a new ending for the story
7. Create a map of the location(s) of the story
8. Create a mural representative of the story and characters
9. Extend the story into a sequel
10. Rewrite a portion of the story from another character's perspective
11. Rewrite the story in another time or culture
12. Create an online product: infographic, video, character blog, etc.
13. Write a song that one or more of the characters might sing
14. Create an interpretative dance for the story
15. Student idea for a creative product related to the story