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| --- | --- | --- | --- | --- | --- |
| Book  | OD  | *Title*  | Author  | How it can be used.  | Summary Information  |
| X  |   | *The Night Gardner*  | Terry Fan  | * What one person can do for a community.
* Start of an authentic problem-based learning project.
* Writing prompts

  | One day William discovers that his tree outside his window has been sculpted into a wise owl.  In the following days, more topiaries appear.  Soon, William's little gray town is full of color and life.  Even though the night gardener disappears as suddenly as he appeared William and his town are changed forever.  |
| X  |   | *Jacob's New Dress*  | Sarah Hoffman  | * Transgender Issues
* What it means to fit the mold society gives us.
* Examine gender stereotypes
* Paired with nonfiction articles on the *Let Books Be Books* movements checklists.
* Bullying
 | Jacob wants to wear dresses.  This affects his parents, his peers, and his teacher.    |
| X  |   | *The New Way Things Work*  | David McCauley  | * Getting students excited about  Science.
* Visualization of concepts and how things work.
 |   |
| X     |   | *Mr. Tiger Goes Wild*    | Peter Brown     | * Universal themes
* Tries to fit society and loses identity.
* Peer pressure
* Transgender issues
* Sexuality issues
* Writing prompt
* Introduction to problem solving and authentic learning unit.

 * What lessons does the scientist learn?
 | This an *okay to be different* story.  Mr. Tiger lives in a world with prim and proper ladies and gentlemen. He then decides to go wild.  He goes and live in the wilderness and he starts to miss his friends, so he goes back and finds that things are beginning to changes and now he feels free to be himself.  |
| X  |   | *Normal Norman*  | Tara Lazar  | * Universal themes
* Tries to fit society and loses identity.
* Peer pressure
* Transgender issues
* Sexuality issues
* Writing prompt
* Introduction to problem solving and authentic learning unit.
* Preconceived ideas

 * What lessons does the scientist learn?
 | The young scientist has to define what is normal and got to Norman to determine what is normal.  She finds out normal is a relative term.  |
|   | X Video  | *Grandfather's Journey*  | Allen Say \*\*  | * Foreshadowing
* Irony
* Symbolism
* Jump start to debate
* Introduction to immigration
 | Grandfather comes to America as a young man and later returns to Japan.  His son who grows up in America does much the same thing.  The reader is taken through the series of events an immigrant used to go through when entering the United States.  |
| X  |   | *The Fortune Tellers*  | Lloyd Alexander  | * Satire
* Irony
 | A Humorous read where a young man goes to the fortune teller to have his fortune told.  He returns and she is not there, but people come to have their fortunes told and he reads theirs the same way she read his fortune.    |
| X  |   | *They All Saw a Cat*  | Brendan Wendzel  | * A cat is seen by many different creatures.  The cat is perceived through each creature's lens.  All about **perceptions**.
* Math or Science.
* Could be a problem to try to see something from another person's point of view.
 | When you see a cat, what do you see?  A child, a dog, a fox, a fish, a mouse, a bee, a bird, a flea, a snake, skunk, work or bat?  How others see us and how we see ourselves is the topic of this book.  |
|   | X  | *The Bear and the Piano*  | David Litchfield  | * Bear finds piano and learns to play the piano over time.  Wants to explore, but is afraid.
* Beginning of a challenge or challenging unit.
* Problem-based learning.
 |   |
| X  |   | *Pink and Say*  | Patricia Polacco  | * Introduction to the Civil War
* Irony and dramatic irony.
* Also great to pair with Frazier's *Cold Mountain*
* Introduction to the Civil War
 | Based on a true story in the author's family, the book is set during the Civil War.  Sheldon Curtis, a 15 year old white boy, lies badly wounded in a field in George when Pinkus, a black soldier from the opposite side, finds him and carries him home to his mother.    |
| X  | X  | *The Dot*  | Patridge  | * Extended metaphor and allegory
* Growth mindset
* Metacognition
 |   |
| X  |   | *The Butterfly* *Rose Blanche*  | * Patricia Polacco
* Christopher Gallez
 | * Holocaust introduction
 | *The Butterfly* takes place in France during the Holocaust.  Monique encounters a ghostly little girl about her own age looking out the window and sitting at the foot of her bed.  The little girl turns out to be a Jewish girl hiding from the Nazis in Monique's basement.  |
| X     X  |   | * *A is for Africa*
* *The Distant Talking Drum*
* *Here Comes our Bride*
* *How the Leopard Got His Claws*
 | * Ifeoma Onyefulu

   * Onyefulu

   | * Quick way to build a background knowledge before reading a more complex text.
* Use these for introduction *Things Fall Apart.*
 | *How the Leopard Got His Claws* is an African fable.  |
| X  |   | * *Last Bus to Market Street*
 | * Matt De le Pena
 | * Cultures
 |   |
| X  | X  | *Freedom in Congo Square*  | Carole Weatherford  | * Cultures
* Slavery
 | Slave count down the days until Sunday which is a day for slaves in New Orleans to gather together and remember their African heritage.  |
| X  |  X  | * *Seen Art*
* *Radiant Child*
 | * John Scieszka
* Javaka Steptoe
 | * Teach students about various art styles.
* Dreams of being artist.
 | The main character is looking for his friend, Art.  When he asks someone they refer him to the museum down the street.  As he goes around the museum looking for art, he is referred to different areas of the museum focusing on different art.  |
|   | X  | *The Man Who Walked Between the Towers*  | Mordicai Gerstein  | * Teaching students about
	+ Color
	+ point of view
	+ Framing
	+ Line
	+ Perspective
	+ Typography
	+ Conventions
* Characterization
* Visual literacy
* Multimodal literacy
 | In 1974, French aerialist Philippe Petit, threw a tightrope between the two towers of the World Trade Center and spent an hour walking, dancing and performing high-wire tricks a quarter mile in the sky.  |
| X  |   | *In Our Mother's House*  | Patricia Polacco   | * Read with nonfiction articles on censorship before writing an argumentative essay on censorship.
* Urban life
* Volunteerism-soup kitchen
* Discussions on attitudes, values, beauty, gratitude and materialism.
 |   |
| X  |   | *The Wolves in the Walls*  | Neil Gaiman   | * Have students debate if books for children and teens should be dark.
* Author's style
 | A noise in the wall scares Lucy and fuels her fear and imagination.  Then the wolves come out of the walls to live in the house and the family is driven out.  So, the family moves into the walls and this scares the wolves away.  |
|    | X  | * *The Very Hungry Caterpillar*
 | * Eric Carle
 | * Abstract concepts, i.e. Maslow's hierarchy of needs
 |   |
| X  |   | *Black and White*  | David McCallay   | * Abstract concepts
* Irony
* Post-modernism
* Surrealism
* Interpreting multiple meanings
 | *Black and White* is an interesting title for a book that aims to prove that there is no such thing as black and white.   |
|   | X  | *Cat in the Hat*  |   | * Teach Id, Ego, and Superego.
* Sociology
* Psychology
* Rhyme
* Rhyming patterns
 | While mother is away the kids will play when the Cat in the Hat visits.  |
| X  |   | *The  Arrival*  | Shaun Tan  | * Immigrant's  experience
* Interpret meaning from pictures only
* Surreal images capture the point of view of an immigrant experience which makes this wordless text ideal for students who are studying Ellis Island or Angel Island.
* Many of the pictures are available on the website so students can look at the pictures on their own devices as well.
* Emotion
* Writing prompts
* Historical introduction
 |   |
| X  |   | *The Stinky Cheese Man*  | Jon Schiezka Lane Smith  | * Verbal, situational, and dramatic irony.
* Teach *The Grapes of Wrath* and
* Text beyond the literal to the implied meanings in more complex texts.
* Post modernism
 | The narrator, Jack, makes a mockery of the title page, and the table of contents.  The characters slide in and out of tales.  There are no lessons to be learned or morals to take to, just good sarcastic fun!  |
|   | X  | *The True Story of the Three Little Pigs*  | John Schiezka  | * Alternative endings as a writing exercise
* Parody
* Fractured fairy tales
 |   |
| X  |   | *The Three Pigs*  | David Weisner  | * Visual narrative
* Point of view
* The story presents opportunities to use other fairy tales for students to practice retelling stories from another point of view once they buy into Scieszka’s formula.
* Post modernism
* Alternative story lines
* Visual art moves between other stories
 |   |
|   |   | *Journey to Ellis Island*  | Carol Bierman  | Teaching about primary sources.  |   |
| X  |   | *The Grapes of Math*  | Greg Tang  | * Math
* Brain breaks
* Puzzles

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|   | X  | *Math Curse*  | John Schiezka  | * Math concepts

  | Did you ever wake up to one of those days when everything is a problem?  You have ten things to do and thirty minutes before the bus comes?  You have 3 shirts and 1 pair of pants.  Why does everything have4 to be such a problem.  You're a victim of the Math Curse.  |
| X  |   | *Science Verse*  | John Schiezka  | * Excited about science
* Background
* Introduce concepts
* Cross-curricular because all done in verse

  | *Science Verse* is a companion to the *Math Curse*.  A boy sits in science class listening to his teacher drone on about  "the poetry of science," when he is stricken with a curse of science verse.  Every thought comes to him in rhyme.  |
| X  |   | *The Mysteries of Harris Burdick*  | Van Allsburg   | * Writing prompts
* **Each picture in this book begs to be elaborated into a story.**
 | This book has 14 pictures like pieces of a puzzle or clues to a larger picture.  The answers are in the reader's imagination.  |
| X  |   | *The Chronicles of Harris Burdick*  | 14 Different Authors  | * Each author took a page from *The History of Harris Burdick* and wrote a story.
* Extension examples of writing prompts
 | Follow up to *The Mysteries of Harris Burdick* with writing for each picture.  |
| **X**  |   | *Ada Twist, Scientist and Rosie Revere, Engineer by Andrea Beaty* *and Iggy Peck, Architect (though I haven’t read it yet)*  |   | I love these texts that focus on going for your dreams, overcoming obstacles, and finding your passion. Beaty’s writing is rhythmic and imaginative, and Roberts’s illustrations are so detailed and beautiful. * Science concepts
* Background
* Self expression
* Prose
* College and Career

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|   |   | *Flotsam*  | Tan  | * Writing prompts
 |   |
|   | X  | *Rose Blanche*  | Christopher Gallez  | * Holocaust introduction
* Compassion
* Ethics
* Honesty
* Hardship
* Writing prompt
 | A young German school girl, Rose Blanche, follows the soldiers when they arrest a boy and discovers a concentration camp in the woods.  Every day she smuggles food to the prisoners until the town is liberated.  Ironically, that day she is shot by the soldiers.  |
| X  |   | *Eats Shoots and Leaves*  | Bonnie Timmons  | * Grammar
* Mechanics
* Literature
 | *Eats, Shoots and Leaves* is a book where a panda walks into the library.  He eats a sandwich, shoots two arrows and starts to leave. The library says, "Why did you do that?"  The panda shows her a badly punctuated book.  And tells her he is a panda and that is what is says we do.  Explains why commas really do make a difference.  |
| X  |   | *The Princess and the Warrior*  | Duncan Tonatiuh  | * Culture
* Folklore and Fable
* Irony
* Possible introduction to *Romeo and Juliet*
 |   |
|  X  | X  | *Iggy Peck, Architect*  | Andrea Beaty  | * Science concepts
* Background
* Self expression
* Prose
* College and Career
 |   |
| X  | X  | *Rosie Revere, Engineer*  | Andrea Beaty  | * Science, math
* Prose
* College and Career
* Self expression
 |   |
| X  | X  | *Ada Twist, Scientist*  | Andrea Beaty  | * Science
* Hypothesis and scientific method
* Prose
* College and Career
* Self expression
* Problem solving
 |   |
| X  |   | *Just in Time, Abraham Lincoln*  | Patricia Polacco  | * Historical background
* Art illustration-pencil and marker
* Prose
* Brings history alive
 | Michael and Derek, while visiting a Civil War museum, time travel back to 1862 during the Civil War just days after a violent battle.  They come face to face with Abraham Lincoln.    |
| X  |   | *Separate is Never Equal*  | Duncan Toonatiuh  | * Historical background
* Culture
* Discrimination
* Introduction problem solving
* Current events
* Factual
* Art-pencil and marker
* Prose
 | This is a true story about a law suit files to let Hispanics attend the regular school  |
| X  |   | *Preaching to the Chickens*  | Jabari Asim  E.B. Lewis  | * Non Fiction
* Civil Rights
* Current Events
* Culture
* Prose

 The character John Lewis is now a congressman.  | This is a fascinating glimpse into the childhood of civil rights leader John Lewis.  His family lived on a farm and John was in charge of the chickens.  Every day he would say to the chickens, "Enjoy this day that God has given us."  He would preach to the chickens and he even baptized them.  |
| X  | X  | *Inside Your Insides: A Guide to the Microbes That Call You Home*  | Claire Eamer Murie-Eve Trembling  | * Science
* Microbes introduction
* Hygiene
 | Humorous  |
| X  |   | *The Music in George's Head*  | Susan Slade Stacy Innerst  | * Music
* Biography
* Composition
* Note sounds
* Musical instruments
* Musical Onomatopoeia
 | Background to the Jazz Age and to George Gershwin.  |
| X  |   | *Freedom Over Me*  | Ashley Bryan  | * Historical background
* Written from primary sources
* Narrative poetry
* Visual portraits
 | Using real documents from an estate appraisal dated in 1828, the author creates a beautiful portrait paintings for 11 people who were named and priced as property on the Fairchild estate.   |
| X  |   | *I Am Not a Number*  | Jenny Kay Dupuis Kathy Kacer  | * Historical background
* Nonfiction
* Native Americans and the boarding school system.
* Pair with *Nicola I, Schi-Schi-Etko*
* Biographical
* Utah Studies background
 | Native American children are taken from their homes and put in white homes or institutions by the Indian Agent.  The story tells what they go through and their father's efforts to return them to the family home.  |
| X  |   | *One Word From Sophia*  | Jim Averbeck Yasmeen Ismail  | * Negotiating Skills
* Presentation
* Proposal and persuasion
 | This book is about negotiation skills.  Sophia wants a giraffe, but now she has to convince her parents, her uncle and her Grand-mama.  |
| X  |   | *Harlem Hellfighters*  | 1. Patrick Lewis
2. Gary Kelley
 | * Historical Background-Black unit in WW II
* Nonfiction
* Cultural-African American unit
* Discrimination
* Current events
* Honor
 | Historical story about an actual black army unity in World War II.  Shows their struggles and a great examples of how they brought their culture with them.  (p. 23)  |
| X  |   | *Home*  | Carson Ellis  | * Tribute to the possibilities of Home
* Cultural differences
* Art-watercolor
 | You might live in the city, the country, a palace or on a boat.  What are the possibilities?  |
| X  |   | *On a Beam of Light*  | Jennifer Berne  | * Biographical
* Introduction in Science
* Scientific discovery
* Imagination
* Art-watercolor and ink
 | The story of Albert Einstein.  When Albert turned 1 he didn't say a word.  When he turned 2 he didn't say a word, and when he turned 3 he hardly spoke.  His parents were worried that something was wrong with him.  Then his father game him a compass and he began to ask question after question.  |
| X  |   | *The Iridescence of Birds*  | Patricia *McLachlan*  | * Biographical-Matisse
* Springboard to the work of Henry Matisse
* Art
* Growing up in France
 | The main characters, Matisse, had a mother who painted on plates.  This helped him understand art and color.  He was able to see the colors on birds and this is where the title comes from.  |
| X  |   | *Jars of Hope*  | Jennifer Roy  | * Nonfiction picture book
* Holocaust
* Biographical
* Heroes
* Symbolism
* Historical background
 | Irena, a Polish nurse and social worker, helped to save 2,500 children during the Holocaust.  She smuggled food and medicine to the Polish Jews in the Warsaw Ghetto.  She helped get Jewish children out of the ghetto and kept meticulous records so the children could be reunited with their parents at the end of the war.  She was arrested and tortured, but never gave up the names and locations of the children.  |
| X  |   | *Timeless Thomas: How Thomas Edison Changed Our Lives*  | Gene Barretta  | * Historical background
* Inventions
* Introduction to Science concepts
* Whole series of these.
* Failure as a necessary part of inventing
 | A book comparing present day to original inventions.  |
| X  |   | *Island:  The Story of Galapagos*  | Jason Chin  | * Science-Darwin's Theory of Evolution
* Historical story of the islands
* Great pictorial reference to island inhabitants
* Introduction to Scientific principles.
* Beehive book
 |   |
| X  |   | *Digging a Hole to Heaven*  | S.D. Nelson  | * Historical background (Utah Studies)
* Poverty
* Dangerous conditions
* Child labor issues
* Migrant history
 | This is a story mixed with fact about coal mining in the 19th and early 20th centuries that contains images and inserts of real miners from the time.  |
| Cherie's  |   | *Hello Ruby:  Adventures in Coding*  | Linda Liukas  | * Introduction to coding
* Math principles
* Science
* Problem solving
 | This book is half picture book and half activity book.  It teaches programing concepts and problem solving.  |
| Cherie's  |   | *The North Star*  | Peter H. Reynolds  | * Art-water colors
* Fable
* Journey through life
* Where do you want to end up?
* Writing prompt
 | *The North Star* is a journey from birth through life using a guiding star.  It's all about the journey.  Everyone has a different journey and different signs to follow.  |
| Cherie's  |   | *Ada's Ideas:  The Story of Ada LoveLace, the World's First Computer Programmer*  | Fiona Robinson  | * Math-involved in this before programming
* Biographical
* Programming Introduction
* STEAM collection book
* Society expectation
 |   |
| Cherie's  | X  | *Your Fantastic Elastic Brain*  | JoAnn Deak, Ph.D  | * Science-brain development
* Introduction to Anatomy
* Gender equality
 |   |
|   | X  | *The Most Magnificent Thing*  |   | * Don't be afraid to fail
* Patience
* Critical thinking
 |   |
|   | X  | *But and For, Yet and Nor*  |   | * Parts of Speech
* Conjunctions
 |   |
|   | X  | *Charles Darwin's Around the World Adventure*  |   | * Biography
* Evolution
* Science introduction
 |   |