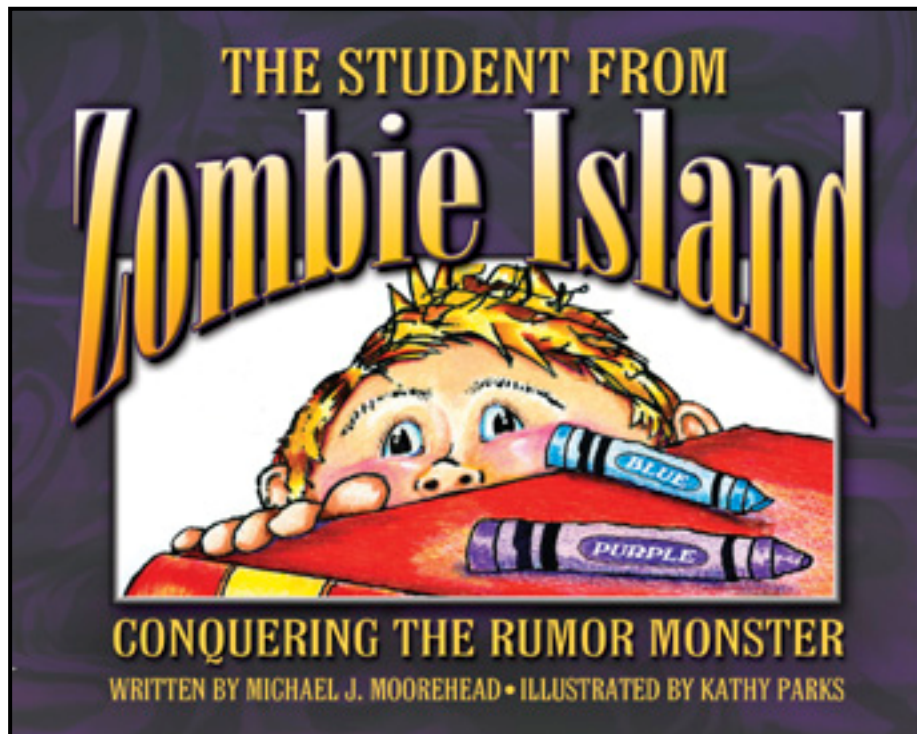


curriculum Guide for



For use by savvy educators who see the value
of using a published book written by their
students' peer – a child author!

**Activities Based on National Standards
in Language Arts
Appropriate for Grades 2 - 4**

The Student From Zombie Island Conquering the Rumor Monster

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www.ZombielandBooks.com

ABOUT THE BOOK'S AUTHOR



Michael J. Moorehead wrote *The Student from Zombie Island* while in the second grade at Waggoner Elementary School in Tempe, Arizona. It wasn't an assignment, but rather a "thank you" gift for his teacher, Ms. Lujan. (She's the teacher in the story, by the way.) While on summer break between fourth and fifth grades, Michael came across the story while cleaning his room — something he admits he "doesn't do too often." He decided to polish it a bit and submit it for publication. At the end of sixth grade, Five Star Publications, Inc. made Michael's dream become a reality by publishing his book.

In addition to writing, Michael enjoys hiking, video games and Boy Scouts. His favorite animal is the polar bear, and he hopes to one day become an environmentalist to save the majestic white creatures from the effects of global warming.

ABOUT THE CURRICULUM'S AUTHOR



During her career, Jean Kilker, M.A. (English), M.Ed (Technology), NBCT (National Board Certification), has taught language arts, reading and science.

Currently, she is a Teacher-Librarian and Follett Librarian of the Year. She also teaches and writes curriculum at the university level for continuing teacher education in ESL, elementary language arts and reading.

In addition, she has received grants and awards that benefit the students where she teaches. A native of Phoenix, Arizona, she and her husband live in Litchfield Park, Arizona, and keep in touch with their three world traveling children.

ABOUT THE READING GUIDE

Although the activities are divided by grade level in this guide, they can be interchanged depending on the students involved or used in other than grades 2-4. There are many ideas for lessons in each grade level to give a range of standards-based instruction to the teacher or teacher-librarian. Major learning standards head each section, while skills are in italics next to the activity.

Preparation: Depending on the size of the class and their proximity to the reader, use a large view of the book's cover and pages using a document camera or other means. Plan enough time to read the story at least twice.

Grade 2: Telling and Tattling and Rumors and the Truth

Reading Standards:

Prediction, Setting, Characters, Interpret Visual Clues, Fact vs. Fiction

Writing Standards: Response to Literature



The Rumor Monsters

Word Wall: rumor, Mohawk, singe, pipsqueak, whoopee cushion, knuckle sandwich
(Reading strategies: *singe* can be used to teach context clues and *Mohawk* as a visual clue using Page 6 of the text)

Prediction: Use the book cover and title to predict story elements.

- i. What feelings do you get from the word Zombie? What other words might give the same idea?
- ii. What is the setting of the story? Which word gives you the clue? [student] What picture elements give you clues? [crayons, book]
- iii. Who might be the main character?
- iv. Is the boy on the cover the student in the title?
- v. What is a rumor? Why is it a monster? [refer to Page 3]. What is the difference between a rumor and tattling?

Characterization: There are many characters in this story. Use your students in the class to illustrate why there are so many characters in this story. [It takes place in a school classroom.] Since the story takes place in a classroom, what other person will be in the story? [the teacher]

During Reading:

1. Assign students in class to portray the students in the story. If any have the same name, make that the part they play. Students can hold up cut-out puppets as they hear the name of his or her character, or students can stand. (*promote effective listening, following directions*)
2. What is the main problem in the story? [Ask at the end of Page 5] (*discerning problem/solution*)
3. Choral response “Oh, No!” after each rumor (*promote effective listening*)
4. How would we read the large words on Pages 10, 18, 28, 31? How does that make the audience feel? (*teaching voice*)
5. Which parts of this story are fact and which are fiction?
6. Who is telling the truth and who is spreading rumors?

Grade 2: Telling and Tattling and Rumors and the Truth



Post Reading:

1. Hold up a large photograph of the school mascot (or an alternate if there isn't one). Explain how the mascot shows pride in the school and all of the students and the events. Then ask what would happen if the mascot was a victim of rumors. Students make negative comments about the mascot. At each comment, tear off a piece of the picture explaining how bad comments hurt. When the picture is torn up, ask the students if it can be put together just like new. It can't; there will always be tear (both pronunciations) lines. This is how people feel if someone spreads bad rumors.
2. Explain how tear and tear are the same spelling, different pronunciations and meanings. Both meanings are sad. Bust 'em up also has two meanings. Which one is a meaning that is fun and which is a meaning that is naughty?
3. Good Things Letter: A child prints his name at the top of a blank piece of lined paper. The paper is passed around to every other child in the room, and they add a positive comment about the child on the page. The page comes back to the original child. Each day choose a few students until the class has written praise for each child. (*written communication*)
4. Do you tattle on students you think are not following the rules? How do you talk to tell that? [students give examples] How do you report that something is wrong? [students give examples] What is the difference? How do we make sure we are not starting rumors? [Read Page 3 about Rumor Monsters.] (*being trustworthy*)
5. Writing: Bust 'em Up Bill proves to be a good friend. Make a list of the things he does that show this. Then write about what you do to be a good friend. (*text to self/personal connection*)

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Grade 3 Understanding Rumors and Conquering Worry

Reading Standard:

Prediction, Multiple Meanings of Words, Make Relevant Connections

Writing Standard: Use Literal and Figurative Language; Friendly Letter

Listening/Speaking Standard: Fact vs. Opinion



RUMOR MONSTERS

"Rumor Monsters have huge mouths with which to blab and big ears to listen to gossip. Their heads are small and pointed because they have little brains and don't think about the consequences of what they say. Rumor Monsters travel in pairs because it takes two to start a rumor."

Pre-Reading

Word Wall: rumor, Mohawk, singe, pipsqueak, whoopee cushion, knuckle sandwich
(Reading strategies: *singe* can be used to teach context clues and *Mohawk* as a visual clue using Page 6 of the text.)

Vocabulary study: multiple meanings, homonyms and homophones

Words and idioms to use to illustrate multiple meanings like "bust 'em up:" pound, tap, bat, give him the boot, knock it off, deck.

During Reading

1. Use the illustrations first to predict what the text will say Pages 10-11 and Pages 18-19 (*Interpret visual clues*)
2. Identify language that shows opinion. ["I wonder...I bet...I think"]
Identify language that shows rumors. ["I heard...She says...He says...I'm told"]
(*Differentiate fact from opinion*)
3. Identify language that shows worry. ["I hope....I'm dreading....I'm afraid...I better not...I think I'll skip recess"]
4. Identify language that shows relief and pleasure. ["shares... smiles... shows me"]
What feelings does the audience get from each of these categories of words?
(*teaching word choice*)

Grade 3 Understanding Rumors and Conquering Worry

Post Reading



1. Telephone/Gossip Game: The class sits in a circle. The teacher whispers a sentence to the next student who in turn whispers to the next until the message is sent around the circle. How did the message change the more it was repeated? How could each person learn the correct information?
2. Create a graphic organizer/web illustrating language of opinion, rumor and worry. (*Using graphic organizers*)
3. Review the use of language in the text, pointing out the vivid descriptions (Pages 6, 18). Bust 'em Up Bill was not at all like he was imagined. He was supposed to make whoopee cushions and do other pranks, but the narrator was surprised to gain a good friend. There are times that we are surprised by events that turn out differently than we expect. April Fool's Day is a day for innocent pranks although no one knows how the tradition was started. The pranks are to make everyone laugh, but not to make anyone feel badly. At home interview your family and bring back a story of someone who was surprised when an event turned out much different than they expected or they had a good laugh over a prank or April Fool's Day joke. Use good description. Use comparisons in your story by using the words "It was like..." (*literal and figurative language*)
4. Write a friendly letter to Bust 'em Up Bill welcoming him to the class and telling why you are happy to have him as a friend. (*Organize content in a selected format*)
5. Oral Discussion: what should you do if you are worried or afraid? (*Use vocabulary effectively; Practice creative thinking skills*) Write a list of what someone should do when worried or frightened about a future event? (*problem solving*) Share your list with your group.
6. The narrator refers to all five senses when he retells the rumors about Bust 'em Up Bill. What are the five senses? Where is each sense used in the rumors? [sight and smell Page 8, touch Page 14, taste Page 18, sound Page 22] (*Describe how the five senses are used in communication.*)

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Grade 4 Types of Rumors, Fact vs. Opinion

Reading Standard: Determine Cause and Effect, Identify Resolution and Moral in Literature

Writing Standard: Use Dialog Effectively

Listening/Speaking Standard: Distinguish Fact From Opinion



RUMOR MONSTERS

"Rumor Monsters have huge mouths with which to blab and big ears to listen to gossip. Their heads are small and pointed because they have little brains and don't think about the consequences of what they say. Rumor Monsters travel in pairs because it takes two to start a rumor."

Pre-Reading

Word Wall: rumor, Mohawk, singe, pipsqueak, whoopee cushion, knuckle sandwich
(Reading strategies: *singe* can be used to teach context clues and *Mohawk* as a visual clue using Page 6 of the text)

Vocabulary study: misinformation, disinformation
(*root words and affixes*)

During Reading

What are the time and place and situation of the story? Why is this time chosen? [start of a new term and a new year; everyone was relaxed during winter recess]
(*Identify the complete setting.*)

Predict the next part of the story based on the illustration on Pages 32-33.

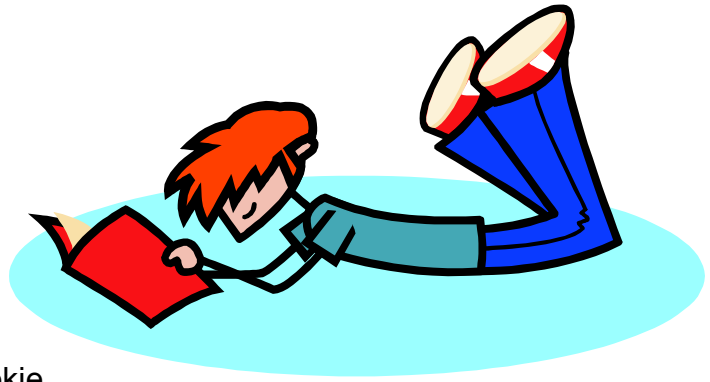
Create a T chart labeled Rumor/Fact. As you read through the story the second time, fill in the T chart (*Use Graphic Organizers*) Discussion: Why are rumors based on opinion and imagination?

"Rumors are funny things. Sometimes they are created out of jealousy or hate. A rumor may be started on purpose to hurt someone or make its creator feel better about him or herself. Other times rumors can start out quite innocent, motivated by speculation or fear. But as they get passed from person to person, they often get changed or exaggerated until they don't even resemble anything close to the truth."

— Michael Moorehead

Grade 4 Types of Rumors, Fact vs. Opinion

Post Reading



1. Urban legends and Hoaxes. Use www.snopes.com to find an example of an internet rumor. Use caution that the selection does not portray violence or danger. For example, there is a hoax that the *Sesame Street* Cookie Monster will be replaced with a Veggie Monster to promote good health. Discussion: How many people would believe this if they read it in an email? Why do people begin rumors? What is information? What is disinformation? How do you find out the truth? (*fact vs. opinion*)
2. Chain Letter: The teacher creates a very short chain letter that contains a rumor and tells the recipient to send it on to three more people. A set of these letters is stacked on the teacher's desk. The teacher explains how a chain letter works and that when they need to, each student will come and collect the amount of letters they need and pass them on. Have someone time how long the rumor takes to be delivered to everyone in class. What would make it go even faster? [email, asking to send to five or 10 people instead of three] (*mathematics extension*).
3. Nancy told Estella that Juan won a prize for playing the piano at his recital (true). Jesse told DJ that Esteban was supposed to go to school, but he hid behind a tree and then went home and watched television all day (false, he is at the dentist). Which story will be shared at school the most? Why do rumors travel so fast? Why is praise not shared as quickly? (*Drawing conclusions*)
4. The narrator of *The Student From Zombie Island* and his teacher are having a conference because she noticed that he was very nervous about the new student who was not there yet. Write a dialog of their conversation. What does he ask her and what does the teacher say to explain about rumors? (*writing dialog with correct punctuation*). Use Page 34 for an example of dialog. (*teaching conventions*)
5. What does the narrator learn from his experience? (*finding the resolution in a story*) What did you learn about rumors? (*understanding the moral of a story*)

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