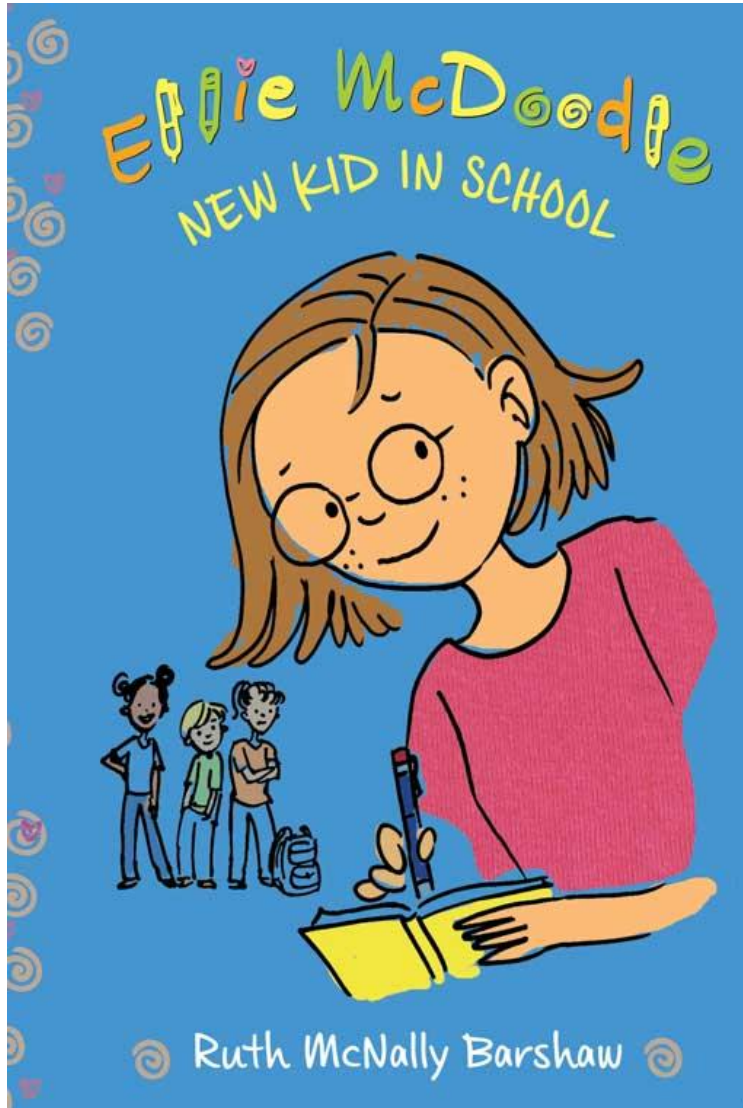


A Teacher's Guide to
Ellie McDoodle: New Kid in School
Written and Illustrated by Ruth McNally Barshaw



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Hardcover : \$12.99
ISBN-13: 978-159990-238-8
188 pages; AR Reading Level: 3.2

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ISBN-13: 978-159990-361-3
192 pages; AR Reading Level: 3.2

Praise for *Ellie McDoodle: New Kid in School*

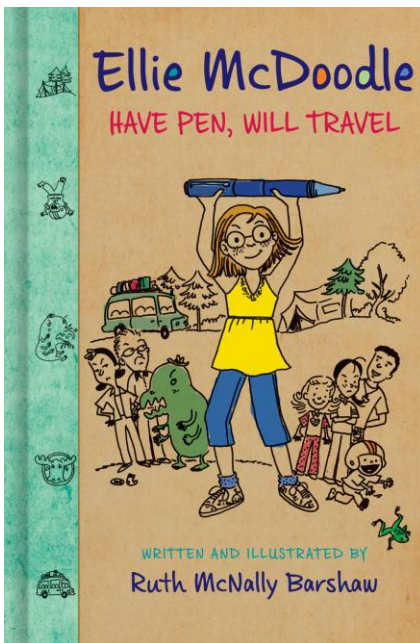
"Readers...(will)...gobble down this fast read, enjoying the jokes and riddles, familiar situations and interesting instructions for group games and paper-folding woven into the story. ~*Kirkus Reviews*

"Fans of the first book will love the second. Fans of the second will look forward to the third. Fun stuff. ~*School Library Journal*

Author/illustrator Ruth McNally Barshaw has created something special with this character and with this format. Part novel, part journal, part comic book, Barshaw's unique style of sketch-journaling is a treat. ~*Teens Read Too*

"There's never been a better time to indulge in a book that can offer you cool pictures, great characters, a fun story, and a little redemption on the side. A small, pure gem." ~*Elizabeth Bird, Children's Librarian at the Children's Center at 42nd Street of the New York Public Library System*

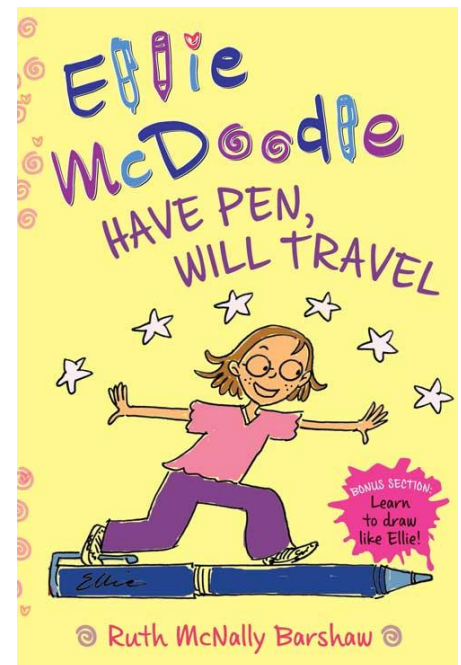
Also from Ruth McNally Barshaw



Hardcover :: \$11.95
ISBN-13: 978-1-58234-745-5
176 pages; AR Reading Level: 3.3

Part journal, part graphic novel, all fun... this is a clever account of a growing-up experience that familiar to middle-grade readers. —
Kirkus Reviews

The engaging text reflects a contemporary preadolescent sensibility and is chock-full of clean, distinguished line drawings on each spread...readers will look forward to her next adventure. —
School Library Journal



Paperback :: \$5.99
ISBN-13: 978-1-59990-276-0
192 pages; AR Reading Level: 3.3

Coming in 2010...*Ellie McDoodle: Best Friends Fur-ever!*

Story Summary

(from www.ruthexpress.com)

When Ellie's family moves to a new town, she's sure she won't fit in. Nobody else likes to read as much as she does, the other kids at school play "new kid Bingo" behind her back, and even the teachers can't seem to remember her name. But when the students need someone to help them rally against long lunch lines (and bad food), Ellie is on the case. And with shorter lines and better food in sight, can friendship be far behind? For any kid who's ever felt like an outsider looking in, Ellie's journal captures the frustration, the nervousness, and yes, the occasional happy surprises of making a fresh start.

About the Author



Ruth McNally Barshaw began writing and drawing soon after she could hold a pencil. Ruth started her first sketch journal at age 15 after a favorite teacher gave her a blank book. Ruth has created hundreds of sketch journals since and doesn't plan to stop anytime soon. She has worked in advertising, illustrated for newspapers, and won numerous sketching and essay-writing contests. She lives in Lansing, Michigan, with her family.



Find out more about Ruth and her work at <http://ruthexpress.com>.

Teacher's Guide Contents

1. Pre-Reading Activities

Activities and discussion starters to activate students' prior knowledge.

2. Chapter Guides:

The chapter guides may be used to encourage whole class discussions, lead teacher-guided reading groups, or to provide structure to students working either independently or in cooperative small groups. The guide is not meant to be assigned to students in its entirety.

Each chapter guide includes:

- ♥ **Word Study Boxes**—highlighting vocabulary that may be unfamiliar to your students. Challenge students to choose a few words from each chapter and try to infer meanings from text clues.
- ♥ **Discussion Starters**—following Bloom's Taxonomy, leading students from basic comprehension to higher level thinking skills.
- ♥ **Predicting**—inviting students to make predictions based on their analysis of characters' traits in the story.

The chapter guides address the following curriculum standards from the Michigan Curriculum Framework (Michigan Department of Education):

Students will:

- √ Respond to the ideas and feelings generated by written texts by sharing with peers and making connections to their personal lives and the lives of others.
- √ Employ multiple strategies to construct meaning while reading or listening to texts. Examples include summarizing, predicting, generating questions, examining picture cues, discussing with peers, and using context and text structure.
- √ Recognize that creators of texts make choices when constructing text to convey meaning, express feelings, and influence an audience. Examples include word selection and use of illustrations.
- √ Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.
- √ Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.
- √ Identify how their own experiences influence their understanding of key ideas in literature and other texts.

3. Culminating Projects:

At the end of the book you'll find the following topics in the appendices: An Interview with the Author, How to Keep a Sketch Journal, How to Sketch, and Tips for Drawing Comics. The last pages of this guide suggest culminating activities that integrate the contents of the appendices with eight multiple intelligences identified by Dr. Howard Gardner (Bodily-kinesthetic, Interpersonal, Intrapersonal, Logical-mathematical, Musical, Naturalistic, Verbal-linguistic, and Visual-spatial).

Pre-Reading

Have you ever been the new kid, either in school, on a team, or in a club? How did you feel? Did someone make you feel included right away? If so, how? How could you reach out to a new student?

TRY IT!

Make a bingo card to help new students familiarize themselves with your school. Give your new friend a tour of your school. Along the way, your friend can use the bingo card to collect signatures of important people in the school. Your bingo card might look something like this (be creative—add pictures if you'd like!):

B	I	N	G	O
student government officer	principal	cafeteria worker	school secretary	art teacher
music teacher	custodian	school nurse	P.E. teacher	classroom teacher
tour guide (that's you!)	computer teacher	FREE SPACE	assistant principal	student in class who rides the same bus
after-school program coordinator	band director	ESL teacher	librarian	chorus director
PTA officer	guidance counselor	student government sponsor	orchestra director	parent volunteer

Pages 1-11

Word Study

"dipping me"	grate	abandon
bidder	cheezers	existence
permanently	diesel exhaust	bequest

Discussion Starters:

1. Why is Ellie sad? (*knowledge*)
2. Why does Ellie begin her journal with "The End"? (*comprehension*)
3. When Ellie lists the things that make her home special, she says, "All these things make this MY house." What makes your home yours? (*application*)
4. Why does Ellie say "It feels like we're driving faster than we need to" as they head to their new town? (*analysis*)
5. Make a list of qualities and traits that you bring to your friendships. (*synthesis*)
6. In Ellie's bequest to her group, why does she say she won't need things like her smile, laughs and jokes anymore? Is she right? (*evaluation*)

Predict:

What will Ellie's impressions be of her new town and home? Will she make friends right away, or will it take time?

Pages 12-23

Word Study

inviting	rickety	haul
"worthless pawn"	suffocating	rustling
humongous	wits	supernatural

Discussion Starters:

1. Where does Ellie find a bit of happiness? (*knowledge*)
2. Why does Ellie like hanging out at the library? (*comprehension*)
3. Ellie feels like she can't cry herself to sleep because her sister, Risa, will hear her. Tell about a time when you held in your feelings (happiness, sadness, fear, embarrassment, disappointment, etc.) and why. (*application*)
4. Read the descriptions of Ellie's lists. Which sounds closest to her actual situation? (*analysis*)
5. When Ellie says, "My voice bounces off the walls like Ben-Ben on sugar," what does she mean? Use simile to describe a sound. (*synthesis*)
6. How would you characterize Ms. Claire? Give examples to support your opinion. (*evaluation*)

Predict:

How will Ellie manage sharing a room with Risa? Will Ellie and Ms. Claire become friends?

Pages 24-33

Word Study

“comic relief”	“rare form”	dribbling
sports-speak	catastrophic	devastating
excruciating	modest	antics

Discussion Starters:

1. Why was Ellie embarrassed? (*knowledge*)
2. Why can't Ellie sleep? (*comprehension*)
3. Which dinner-table joke do you like best? Make a list of your favorite jokes and try them out on your family at dinner tonight. (*application*)
4. Look closely at Ellie's "Family for Sale" flyer. What does Ellie's mom say in the flyer? Why do you think she says this? (*analysis*)
5. Which things do your family members say over and over again? Draw a family portrait with speech bubbles showing phrases or words that they often say. (*synthesis*)
6. How would you characterize Risa? Give examples to support your opinion. (*evaluation*)

Predict:

What do you think Ellie's idea is? List of your top three guesses.

Pages 34-45

Word Study

quest	grimy	munchkin
malice	menacing	frilly
lurks	pounce	rig

Discussion Starters:

1. What does Ellie want her parents to give her? (*knowledge*)
2. What problems does Ellie run into? (*comprehension*)
3. Why does Ellie whistle loudly when she goes into the basement? What do you do when you're in a scary situation? (*application*)
4. Ellie convinces her parents that she'll do a good job cleaning the attic room. Her father says, "Do it right or it's game over." Ellie feels "...it's first down and goal." Can you translate their "sports-speak" into something you and your parent might say? (*analysis*)
5. Look at the sketch where Ellie draws Risa as a cat and herself as a mouse. What does this represent? Think of a situation when you are in competition with someone else (at home, at school, in extra-curricular activities, etc.). Draw yourself and your opponent as animals. Explain why you chose those particular animals. (*synthesis*)
6. How do Ellie and her family feel about the Mrs. Santa Claus doll? Ellie's mother says she doesn't like the doll. Is this true? If so, why did she become so upset? (*evaluation*)

Predict:

Where does Ellie run when she and her siblings leave their mother screaming? Will the children get into trouble for playing a trick on their mother?

Pages 46-49

Word Study

refuge	prank	slither
deduction	pursuing	potentially

Discussion Starters:

1. What does Glenda say that gets Ellie's attention? (*knowledge*)
2. On the way home from the library, Ellie looks for clues. What is she hoping to discover? (*comprehension*)
3. Ellie considers the library her home-away-from-home. Besides your house, where do you feel most at home? (*application*)
4. Ellie says that Glenda "...basically says nothing, a lot." What does she mean by this? (*analysis*)
5. Looking at Ellie's chart, does the evidence point to a potential friend nearby? (*synthesis*)
6. Do you think Glenda will become a good friend? Why or why not? (*evaluation*)

Predict:

Who do you think owns the tree house? Will this person turn out to be Ellie's friend?

Pages 50-59

Word Study

burrs	dread	hassle	tendrill
-------	-------	--------	----------

Discussion Starters:

1. How does Ellie feel when she awakes from her dream? (*knowledge*)
2. Why is Ellie upset about finding trash in the woods? (*comprehension*)
3. Ellie feels like Sacajawea. Research to find out more about Sacajawea. Why does Ellie compare herself to her? (*application*)
4. At the end of Ellie's time with Travis, she says: "But it's too good to last." What does she mean? Have you ever felt this way? (*analysis*)
5. Ellie is surprised that Travis doesn't try and cheer her up after she tells him how much she misses her old house and friends. Pretend you are the one sitting next to Ellie in this scene. What would you say? (*synthesis*)
6. Characterize Travis. Would you like to have him as a friend? Why or why not? (*evaluation*)

Predict:

Will Ellie and Travis become good friends? Will some kind of conflict rise between the two?

Pages 60-67

Word Study

realities	compromise	salvage
exhaust	uninspired	disadvantage
inventory	academic	lectures
overexposure		

Discussion Starters:

1. What surprises Ellie when she comes home? (*knowledge*)
2. Why doesn't Ellie's mom think it would be a good idea to let Ellie play hide-and-seek? (*comprehension*)
3. Why does Ellie's mother change her mind? What is something you're not often allowed to do? List at least 3 things you might say that might convince your parents to let you do this thing. (*application*)
4. Ellie was sarcastic when she said, "Gee, thanks Glenda" Tell about a situation in which you were sarcastic. (*analysis*)
5. Write the instructions for your favorite game. Test your instructions by giving them to someone who has never played your favorite game. Were your instructions clear? (*synthesis*)
6. Ellie thinks boys make friends more easily than girls. Do you agree? Why or why not? (*evaluation*)

Predict:

How will Ellie's first day of school go? Name one positive thing you think will happen, and one negative thing.

Pages 68-79

Word Study

"pep talk"	bribed	chaos
surge	plunge	procedures
whopping	"rubberiness quotient"	civics

Discussion Starters:

1. Why does Ellie feel stupid on the first day of school? (*knowledge*)
2. How does Glenda make Ellie feel outside of their classroom? (*comprehension*)
3. Why does Ellie label her school *The Torture Chamber*? If you could rename your school, what would you call it? (*application*)
4. Why do you think Ellie didn't join the others at recess? (*analysis*)
5. Look at the sketch where Ellie's mom is taking a photo of the children before their first day of school. What does Ellie think her brother and sister are trying to do? Bring in a photo of your family or sketch your own family portrait. What impression is each person trying to make? (*synthesis*)
6. Look at the sketch of Ellie's class at the lunch table. How are the students acting? Looking at Ellie's facial expression, can you infer what she thinks of their behavior? (*evaluation*)

Predict:

Will things be any better for Ellie in Mr. Brendall's class?

Pages 80-91

Word Study

confiscate	doodle	replacement	“powerless pawn”
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Discussion Starters:

1. What “miracle” happens in Mr. Brendall’s class? (*knowledge*)
2. What ruins Ellie’s good mood at school? (*comprehension*)
3. What would be your ideal way to spend time with a friend? What would be the absolute worst way? (*application*)
4. What does Ellie mean when she says the nickname Smelly McDoo-doo “...will live on longer than I do” ? (*analysis*)
5. Ellie makes a list of what she’s bringing to Luci’s house. Make a list of what you would bring to a new friend’s house. Explain why you chose each thing on your list. (*synthesis*)
6. How does Ellie feel about the time she spent at Luci’s house? (*evaluation*)

Predict:

When Josh greets Ellie at home with the knife-wielding Mrs. Santa, Ellie vows to get even. What do you think she’ll do?

Pages 92-101

Word Study

toddler	revenge	grudge
pranks	dismayed	inert
effective	target	bummer

Discussion Starters:

1. What surprise was waiting for Ellie when she got home? (*knowledge*)
2. Why did Josh say he didn't tie *all* of Ellie's socks together? (*comprehension*)
3. Travis and Ellie come up with a plan to avoid being caught in Ghost in the Graveyard. How could you and a friend work together to win a game? (*application*)
4. How did Ellie's family help her take revenge on Josh? (*analysis*)
5. Usually the prefixes *dis-*, *in-* and *un-* mean *not*. Josh notes that sometimes these letter combinations aren't always prefixes. Make a chart for each prefix (see example below). List words that follow the rule and those that don't. (*synthesis*)

dis=not	dis≠not
disagree	dismay
disrespect	dismal

6. Read Travis and Arlene's jokes on page 101. Which one is your favorite? Why? (*evaluation*)

Predict:

Now that Ellie has made some friends, will things go better for her at school?

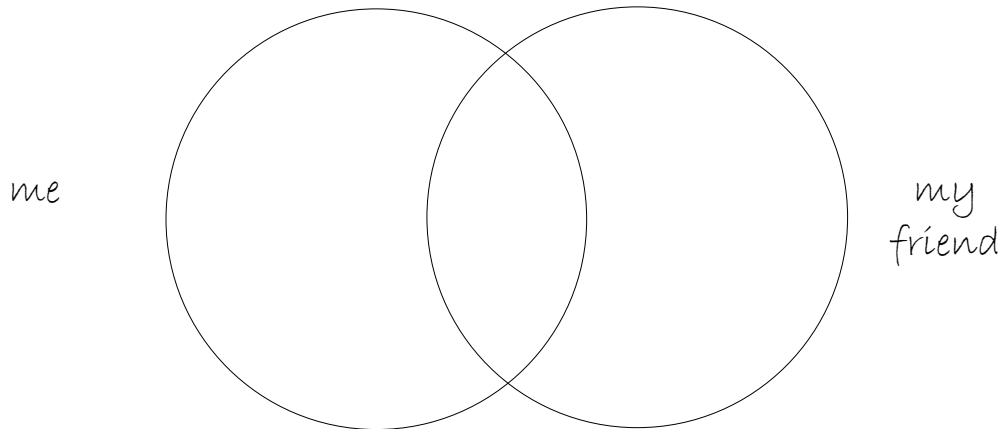
Pages 102-111

Word Study

"nonviolent protests"	lousy	texture
"artistic license"	"mixed feelings"	mumble

Discussion Starters:

1. Why is Ellie embarrassed when she arrives for her second day of school? (*knowledge*)
2. Why is Ms. Trebuchet, the art teacher, unhappy with Ellie's assignment? (*comprehension*)
3. Ellie finds out that Ms. Trebuchet and Miss Claire are good friends. Compare yourself with a friend using a Venn diagram (see example below). Are you and your friend more alike or different? (*application*)



4. Ms. Trebuchet tells Ellie that to be a good artist, one must follow the rules. Do you agree? Why or why not? (*analysis*)
5. Follow Ellie's directions and make a fortune-teller cootie catcher for someone new in your class (or for someone you don't know well). Write fortunes that will make that person smile. (*synthesis*)
6. When Ellie is upset about the bingo note, Mo and Travis won't let Ellie be alone. Ellie says this is annoying. Do you believe her? Why or why not? (*evaluation*)

Predict:

Ellie says she keeps forgetting to write in the group journal that she and her old friends started. Will she ever complete the journal and send it to her friends?

Pages 112-121

Word Study

run-in	Down syndrome	revelation
personal space	awkward	stash
ambush	razzes	utter
out-strategize		

Discussion Starters:

1. What practical jokes did Josh play on Ellie? (*knowledge*)
2. When Ellie sees her dad cleaning up the kitchen floor, she infers that he had a “run-in” with Mrs. Claus. What does she mean by a “run-in”? (*comprehension*)
3. Ellie feels uncomfortable when Mo’s brother, Thomas, asks Ellie to dance. Have you ever felt uncomfortable around a person with special needs? If so, what happened? If not, how could you reassure those who do feel uncomfortable? (*application*)
4. Ellie says that both she and Mo are like “jigsaw puzzles with too many pieces.” What does Ellie mean by this? (*analysis*)
5. Read over Ellie’s directions for how to play Capture the Flag. Make your own rules and play with a group of friends. (*synthesis*)
6. Ellie signs off this section with a smiley face. Why did she do this after a day in which she felt uncomfortable around Mo’s brother, she caused Travis’ team to lose Capture the Flag, and she was ambushed by Josh and Ben-Ben? (*evaluation*)

Predict:

What will Ellie do next to get back at Josh?

Pages 122-132

Word Study

antidote	rodent	sit-in
snickers	Bristol paper	

Discussion Starters:

1. What kind of word game are Risa and Josh playing? Which words are they using in their game? (*knowledge*)
2. Why does Ellie bring Ophelia the rat to school? How does her teacher react? (*comprehension*)
3. To spell words on her calculator, Ellie uses the following:

0=O

1=I

3=E

5=S

6=G

7=L

Try and make up new words of your own. Why does Ellie use a decimal when she spells *HELLO*? (*application*)

4. Ellie says, "If you aren't willing to work to change something, then you deserve what you have." What does she mean? Do you agree? Why or why not? (*analysis*)
5. Ellie writes an acrostic poem about Ms. Trebuchet. Pretend to be Ms. Trebuchet and write an acrostic poem about Ellie or Ophelia. (*synthesis*)
6. How has your opinion of Ms. Trebuchet changed now that she has encouraged Ellie to enter the art contest? (*evaluation*)

Predict:

What will Ellie create for the art contest? Will she win?

Pages 133-143

Word Study

nanny	cluttered	guacamole
elaborate	paralyzed	“rack my brain”
fluorescent	“the bitter end”	

Discussion Starters:

1. Why does Ellie think her family wouldn't do well living in a mansion like Nikki's? (*knowledge*)
2. What positive trait of Glenda's does Ellie discover? (*comprehension*)
3. Ellie experiences “artist's block” when she can't think of what to draw for the contest. If you were there with Ellie, what advice would you give? (*application*)
4. What do you think of Mrs. Ping's cafeteria solution? What are some problems with it? Come up with your own solution to the cafeteria problem. (*analysis*)
5. Can you think of a realistic way that lunch might be improved in your cafeteria? Make a list of steps you could take to make those improvements. (*synthesis*)
6. Evaluate Ellie's second letter to Mrs. Ping. Is it effective? If not, how would you change it? (*evaluation*)

Predict:

How will Mrs. Ping react to Ellie's second letter? Will Ellie get into trouble?

Pages 144-155

Word Study

lyrics	uncooperative	flirting
boycotts	segregation	"battle cry"
manifesto	pi	irrationally
simultaneously	"analysis of data"	"mass produce"

Discussion Starters:

1. What is Ellie's big idea for the art show? (*knowledge*)
2. How does the group's new symbol (Ⓞ) get their message across? (*comprehension*)
3. Ellie relates the long lunch line problem to math and science. Choose something at your school you'd like to change (less homework, more time for recess, etc.) and come up with a math problem centered around solving this problem. If you can come up with a possible solution to the problem, follow Ellie's scientific process to sketch out a plan. (*application*)
4. By looking at Ellie's sketches, can you infer how she feels now about dancing with Thomas? Why do you think she feels differently? (*analysis*)
5. On foam-board Ellie's t-shirt, it says: "Artists draw on the world for inspiration...and to inspire." What does this mean? Design your own t-shirt that reflects your talents. (*synthesis*)
6. Look at the first battle cry Ellie invents. What do you notice about the first letters of each word? Ellie thinks this battle cry is too long. What do you think would make a good battle cry for Ellie and her classmates? (*evaluation*)

Predict:

Will the group's campaign for shorter lunch lines really work?

Pages 156-161

Word Study

philosophy	unbiased	"courtesy of"
debate	"unabridged dictionary"	logo

Discussion Starters:

1. Why does Ellie like her group's symbol? (*knowledge*)
2. What are some short-cuts Ellie and her friends devise to make their work easier? (*comprehension*)
3. Ellie learned that "...there's room for all kinds of art in this world." What is something that you have learned about art this year? (*application*)
4. Do you think it's important to have a group symbol? Why or why not? Can you think of other group or company symbols that are easy to recognize? (*analysis*)
5. Think of a problem you would like to solve. Design a symbol that represents your cause. (*synthesis*)
6. Read Ellie's interpretation of Peter's philosophy of art. Do you agree? Why or why not? (*evaluation*)

Predict:

Will Ellie win the art competition? If she doesn't win, how will she take the news?

Pages 162-169

Word Study

hoists	clause	incidentally	continuation
--------	--------	--------------	--------------

Discussion Starters:

1. What are some of the ways Ellie's family (including Ben-Ben!) supports her? (*knowledge*)
2. How do Ellie and Travis use their "ghost in the graveyard technique" to put up the banners? (*comprehension*)
3. The students changed the ending to the Pledge of Allegiance to include "...and SHORTER LUNCH LINES for all." Rewrite the end of the Pledge of Allegiance to reflect a change that you would like to see at your school. (*application*)
4. One banner says: "The average lunch line at our school is 67 feet long." How did they find the average length? Keep track of how long your lunch line is for a week, then calculate the average length (ask your teacher if you can use masking tape to mark the floor with feet and yards). (*analysis*)
5. The teachers all seem to support the campaign against longer lunch lines. What could Ellie and her friends have done if they hadn't had the teachers' support? (*synthesis*)
6. Ellie says Mrs. Wittam's lesson on nonviolent protests was perfect for that day. Why does she think so? (*evaluation*)

Predict:

Now that the teachers are on board with the lunch line campaign, will they come up with a solution to fix the problem? Will Ellie and her friends solve the problem? Or will someone else?

Pages 170-176

Word Study

school board	media	distinguished
horrid	crummy	petrified
footage	live TV	'walk-off home run'
hailed	airhead	bound

Discussion Starters:

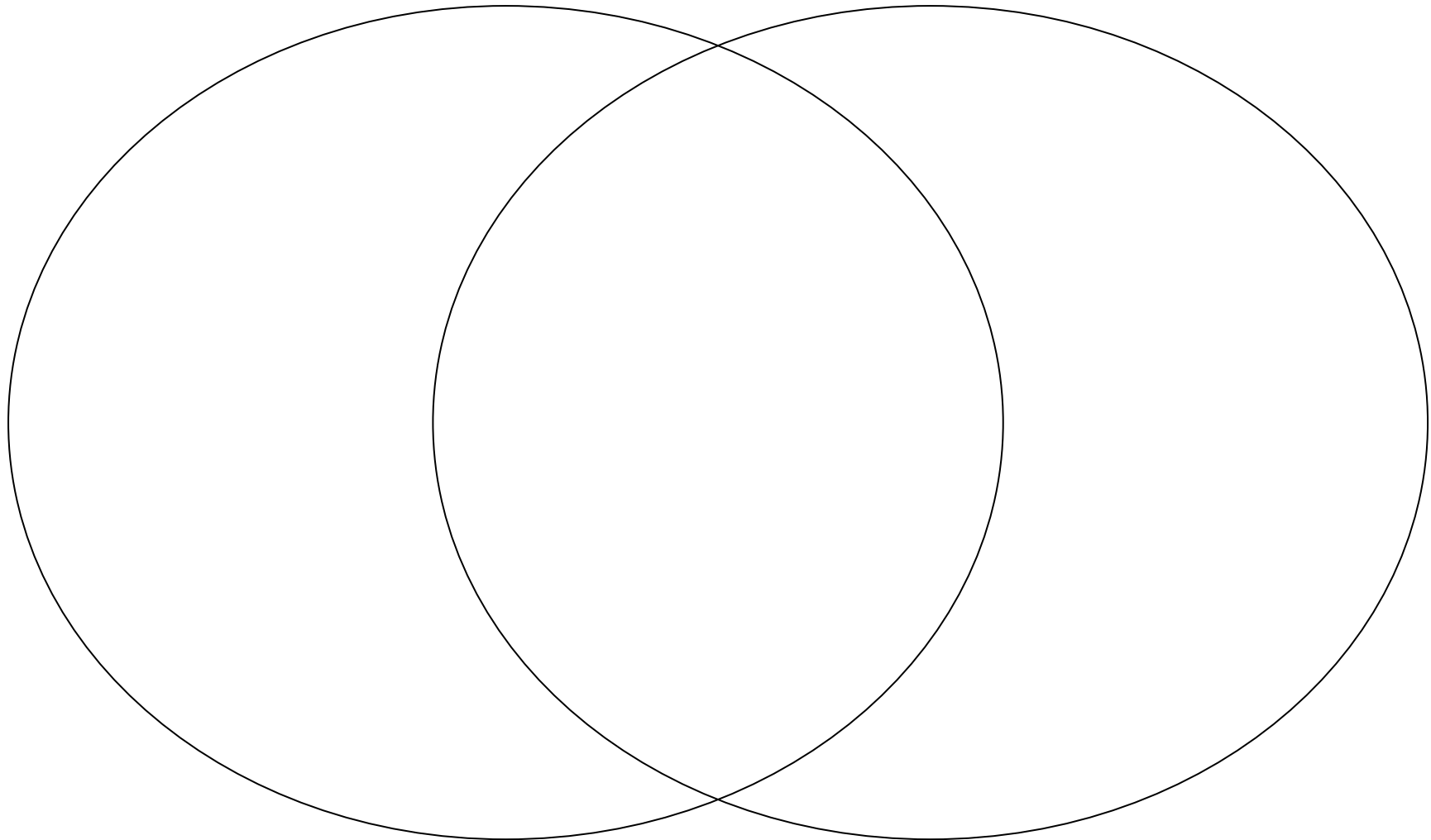
1. Which surprising guests arrive in Ellie's class? (*knowledge*)
2. What do the students do in the lunch line to show how long they must wait? (*comprehension*)
3. Make your own list of what you like about school or your neighborhood. Add a list of things you've learned this year. (*application*)
4. Why was Ellie nervous to invite her new friends to her house? (*analysis*)
5. Ellie reflects on what she's lost and found since she moved. Take a look at some lost-and-found ads in a newspaper. Write your own lost-and-found ads—one for something you've left behind this year and one for something you've gained. (*synthesis*)
6. Explain what Ellie means when she says: "A brand-new situation is like a blank canvas: I can be a real artist and make it great." (*evaluation*)

Predict:

What adventures are in Ellie's future? Will she keep the same friends? Make new ones? Find out in Ellie's next book, *Ellie McDoodle: Best Friends Fur-Ever* (2010, Bloomsbury Children's Books).

Read the interview with author/illustrator Ruth McNally Barshaw.

How is Ruth like Ellie? How are they different?



Ellie McDoodle

Ruth McNally Barshaw

Culminating Projects

The following projects integrate Dr. Howard Gardner's theory of multiple intelligences with the appendices in the book (How to Keep a Sketch Journal, How to Sketch, and Tips for Drawing Comics). Consider having students choose a culminating project that best matches their learning styles.

Bodily-Kinesthetic:

Ellie explains the rules for Ghost in the Graveyard and Capture the Flag. Teach one of these games to a younger group of children. What was challenging? What was easy and fun? What would you change if you did it again with another group?

Interpersonal:

Start a class group journal like Ellie did with her friends from her other school. Decide on the rules that everyone will follow (only positive comments about others, etc.). Your class can keep several journals throughout the year for things like field trips, guest speakers, and other important school events. During the last month of school, make a class journal filled with advice for the students who will be moving up to your teacher's class next year.

Intrapersonal:

Ellie talks about pieces of a puzzle that make up who she is. Make your own puzzle that reflects who you are:

1. On a piece of cardstock, draw jigsaw puzzle-shaped pieces in pencil. If you'd like, use a child's puzzle (10-25 pieces) and trace the shape of each piece.
2. Trace over the pencil lines with a dark marker.
3. Inside each piece, draw or write something about you—a favorite memory, what you love most, etc. Don't forget to label one with your name!
4. Cut out the pieces and keep them in a bag.
5. Trade puzzles with another student and see if you can learn something new about a classmate as you piece the puzzle together.

Logical/Mathematical:

On her way home from school one day, Ellie kept a chart of clues that pointed to evidence of a potential friend living nearby. Take a nature walk and see if you can find evidence of animal life. Use the chart provided to keep track of your observations, deductions and "Yeah, but..." ideas. See sample chart on next page:

Clue:	Deduction:	Yeah, but...
a fist-sized hole at the base of a tree	Maybe a small animal (chipmunk?) dug a tunnel.	A bored kid with a stick could have made the hole. Ellie or Travis?
a nest in a tree	Birds must live there...but what kind?	Maybe the birds left, and it's now a vacation home for spiders. Hairy ones!

Now you give it a try!

(See following student page.)

Clue: (Draw or describe what you see.)	Deduction: (What might your clue mean?)	Yeah, but... (The clue might also mean...)

Musical:

Some artists like to play music while they create art. Try listening to Vivaldi's *Four Seasons* while you paint a landscape or a hip hop song while you sketch your tennis shoe. Your teacher can find appropriate songs for free at www.pandora.com.

Naturalistic:

Ellie loves going for walks in the woods. Find the sketch where Ellie looks up at the trees and observes: "...the trees and sky look like jigsaw puzzle pieces that don't fit." Go on your own nature walk and bring a sketch journal. Sketch some of the shapes you see. Do any of the shapes remind you of other things?

Verbal-Linguistic:

Read Ruth McNally Barshaw's tips on how to draw comics. Use the graphic organizer on the following page to plan your comic strip. Make up your own short story in comics, or fill in the scenes from a story you've read.

Visual-Spatial:

Think about your favorite scene from *Ellie McDoodle: New Kid in School*. Read Ruth McNally Barshaw's tips on how to sketch. Plan out a sketch of your favorite scene, deciding what (or who) will be the focal point. Now think about the background. What shapes will you use? Remember to start off sketching shapes lightly, then go back and fill in the details.

Graphic Organizer: Comic Planner

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Box 1: Introduce the character and his or her problem:

Box 2: First thing that prevents the character from solving the problem:

Box 3: Second thing that prevents the character from solving the problem:

Box 4: Last thing that prevents the character from solving the problem:

Box 5: Show how the character solved the problem:
