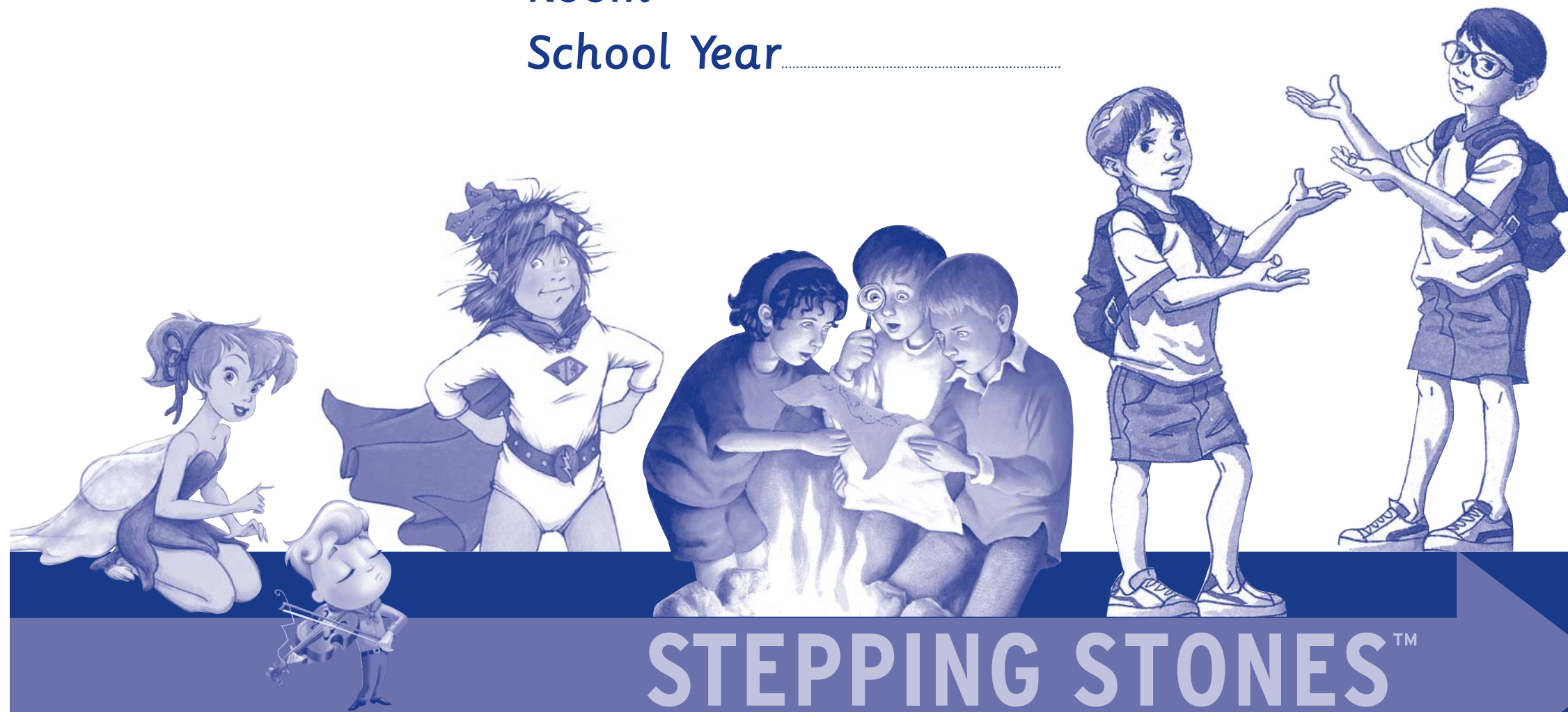


EDUCATIONAL PLANNER

Teacher.....

Room.....

School Year.....

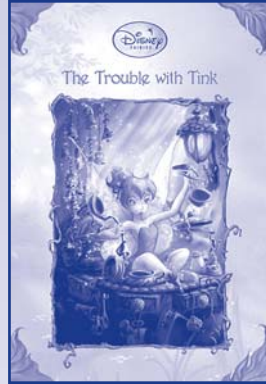


STEPPING STONES™



www.randomhouse.com/kids/steppingstones

www.randomhouse.com/teachers



Teaching Idea

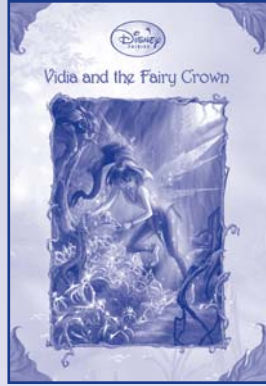
Each fairy in Pixie Hollow has her own special, extraordinary talent. There are pots-and-pans fairies, water-talent fairies, animal-talent fairies, garden-talent fairies, and more! Ask for volunteers to share what they feel are their fellow classmates' talents. Discuss the idea that we all have different types of talents and that variety keeps our lives interesting. Have students write a paragraph about which fairy they relate to most in terms of talent and personality, and explain why.



AUGUST

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

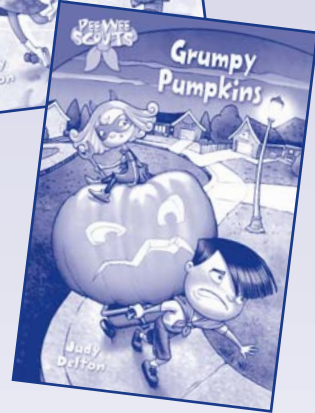
In *Vidia and the Fairy Crown*, there is an invitation to every Never fairy and every sparrow man to attend Her Royal Majesty Queen Clarion's Arrival Day Bash, wearing their fairy best! Reenact this bash in your classroom by having each student come dressed as their favorite fairy or sparrow man, along with tools that he/she might use. For example, a baking-talent fairy might carry a rolling pin and a light-talent fairy might carry a flashlight.



AUGUST

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Teamwork is a major theme throughout the Pee Wee Scouts series, and a very important part of making a classroom work. Create a weekly job chart and assign each student a job to help keep the classroom clean and organized. Have your students create the list of jobs that they believe to be most important for a successful classroom.

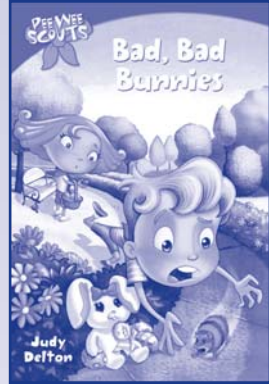


Illustration © 2008 by David Harrington.

SEPTEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

After reading *Bad, Bad Bunnies*, have students research the National Fire Prevention Association and make a plan to participate in Fire Prevention Week in October. Take a tour of your school and identify emergency exits, smoke alarms, and sprinklers. Make a map to post in each classroom. Hold an assembly to demonstrate fire safety procedures and how to identify fire hazards.



Illustration © 2007 by David Harrington.

SEPTEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

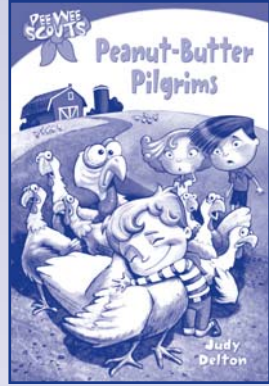
The Pee Wee Scouts are successful at their goals because of the assistance from the adults around them, such as Mr. Peters, the soccer coach in *Blue Skies, French Fries*, and Miss Penn, the head of the animal shelter in *Lucky Dog Days*. Have a discussion with your class about the meaning of an adult role model—someone they rely on, trust, and admire. Ask them to write an essay, letter, or speech that describes their own role model.



SEPTEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

The Pee Wee Scouts certainly love to eat! They bring food to their scout meetings, throw parties for their families and friends, and donate canned and fresh food to the homeless. After reading *Peanut-Butter Pilgrims*, have students redesign the Pee Wees' Thanksgiving dinner so that they are eating a balanced meal.

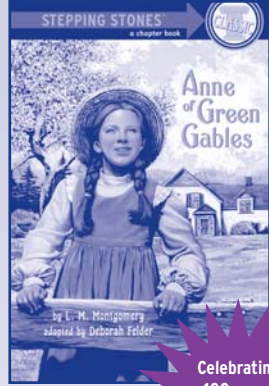


Illustration © 2007 by David Harrington.

SEPTEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Celebrating
100 years
of this timeless
classic!

Teaching Idea

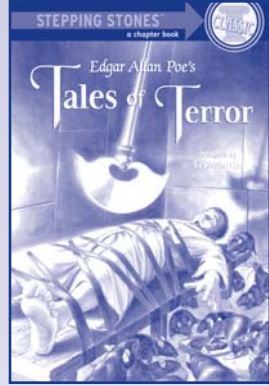
Share with the class that L. M. Montgomery wrote *Anne of Green Gables* 100 years ago. Why is this story considered a classic? What is it about this story that makes readers still connect to it generations later? What stories of today do you think will resonate with future generations of readers?



OCTOBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

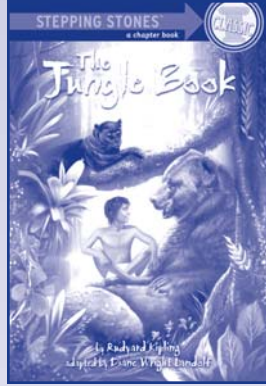
Have the class research Edgar Allan Poe, the writer most famous for his dramatic tales of horror. Ask students what they think are the elements of a great horror story. Host a spookfest where you read aloud to the class each of the four adapted tales in *Tales of Terror*. Dim the lights and treat students to marshmallows and hot chocolate, too!



OCTOBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

At the end of *The Jungle Book*, readers learn that Mowgli becomes a great leader in the jungle and has many adventures. Have students draw pictures of the journeys they imagine that Mowgli goes on, being sure to include the animals he encounters.



OCTOBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Les Misérables, *The Phantom of the Opera*, and *The Secret Garden* are classics that have been adapted into musicals. Ask the class what is it about these stories that make them work on the stage. Brainstorm a list of what a director needs to think about in adapting these books, such as actors, costumes, scenes to include, and scenes to delete.

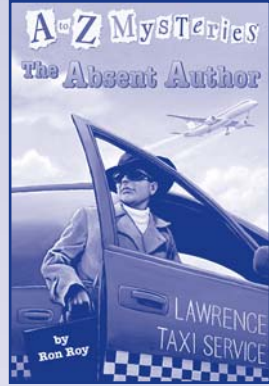
Plan a class trip to a play based on a book.



OCTOBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Discuss with the class that each one of the A to Z Mysteries has an alliterative title. The author even has an alliterative name—Ron Roy! Print each letter of the alphabet on a paper square. Have each student pick a letter and use the dictionary to come up with a title using his/her assigned letter. Make sure that it is not a title already written by Ron Roy.



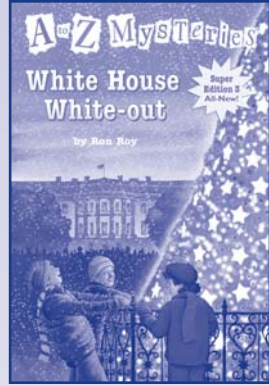
A to Z Mysteries



NOVEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
ATHU.						
FRI.						



Teaching Idea

As students read more and more A to Z Mysteries, have them record what they learn about young sleuths Dink, Josh, and Ruth Rose. Have them fill out a Venn diagram comparing and contrasting the characters. For example, all three kids are in third grade, Dink and Ruth Rose live on the same street, and all three are best friends.



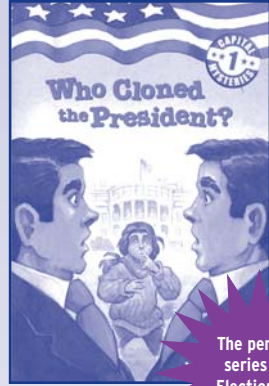
A-Z Mysteries



NOVEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



The perfect series for Election Day lessons!

Teaching Idea

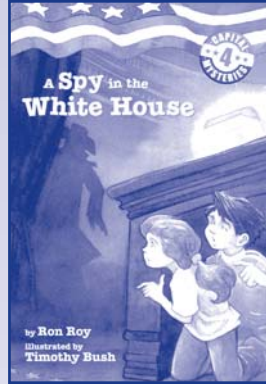
In Capital Mysteries #1: *Who Cloned the President?*, KC and Marshall save the president and they are given gold medals in recognition of their bravery. Discuss the character trait of bravery with your class. Ask student to describe a time when they were brave. Was their bravery recognized?



NOVEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
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FRI.						



Teaching Idea

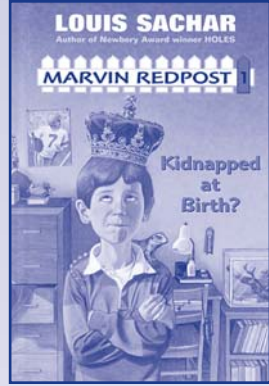
In Capital Mysteries #4: *A Spy in the White House*, the details of the wedding between the president and KC's mother get out to the press. Bring in some newspaper articles to share and discuss the key elements of an article. Have students write their own articles about the spy in the White House that include all of these important elements.



NOVEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

In *Marvin Redpost #1: Kidnapped at Birth?*, Marvin Redpost thinks he may be the lost son of the King of Shampoo. His friends think he's lucky because he'll get to live in a castle with a hundred servants and make lots of money. Have students make a list of pros and cons for Marvin's move to Shampoo, assuming that he is actually a prince.



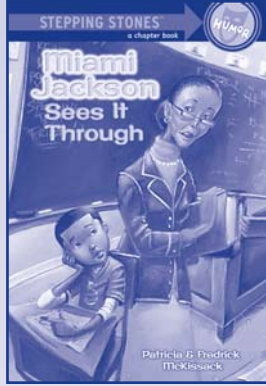
MARVIN REDPOST



DECEMBER

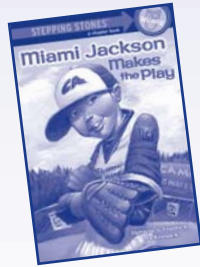
Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Miami decides to see it through even though his brand-new teacher, Miss Spraggins, is as tough as nails, and it all turns out well in the end. Ask students to write about a time when they decided to stick it out because things were difficult. Did everything work out in the end? Have the students share their experiences with the class.



Miami Jackson

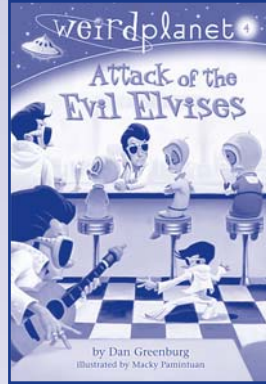


Illustration © 2008 by Frank Morrison.

DECEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

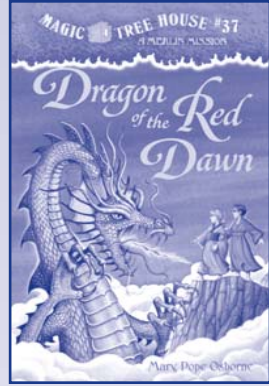
When the aliens are at the Shoobee-Doo-Wah Hotel in *Weird Planet #4: Attack of the Evil Elvises*, it's time to wash up for bed. Lily tries to show Ploo how to use a toothbrush, but Klatu eats the toothpaste before they can use it. Create a how-to book for aliens new to planet Earth. Have each student write clear directions for an activity, and then bind the sheets into a manual.



DECEMBER

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

The Magic Tree House series is perfect for teaching history, science, social studies, and language arts—and for celebrating imagination! Get students ready to travel around the world and through time. Ask students: Have you ever read a Magic Tree House book before? How does the magic in the story work? Do Jack and Annie ever get in trouble at home for their adventures far away? How do they move across time and place? If you could go anywhere in history, where would you land?



MAGIC TREE HOUSE



JANUARY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						

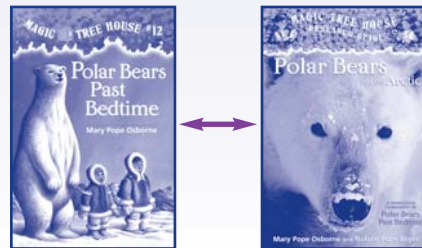
JANUARY

Week of _____



Teaching Idea

Jack and Annie visit the Cretaceous period in *Dinosaurs Before Dark* and meet the *Pteranodon*, *Triceratops*, *Anatosaurus*, and *Tyrannosaurus Rex*. Have students use the *Dinosaurs* research guide to look up the special adaptations or skills that the dinosaurs had, including their bone structure, size, mouth, shape, and habitat.



MAGIC TREE HOUSE MAGIC TREE HOUSE
RESEARCH GUIDES

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						

JANUARY

Week of _____



Teaching Idea

Many modern conveniences such as roads and baths are a result of what the Romans developed. Have students identify a gift from the Romans and wrap a picture or facsimile of the gift in a package. Put the gifts on a table and have students randomly select a Roman gift and write a thank-you note, explaining how that gift is used today and why it is so useful.



MAGIC TREE HOUSE



MAGIC TREE HOUSE RESEARCH GUIDES

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Several different jobs in colonial America are described in the *American Revolution* research guide. Have students write a help wanted ad, seeking someone to fulfill one of the colonial jobs. Remind them that in their ad they need to include such things as job description, qualifications, salary, benefits, and how to apply. Students should read want ads in their local newspapers to learn additional details typically put in a job announcement.



MAGIC TREE HOUSE MAGIC TREE HOUSE
RESEARCH GUIDES

JANUARY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



February is Black History Month!

Teaching Idea

In his author's note, Eric Kimmel tells young readers that there are several different stories about how Louis Armstrong acquired his first horn. Read *A Horn for Louis* aloud to the class. Then have students research other versions of this story and share them with the class.

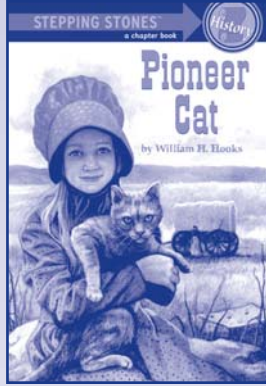


Illustration © 2005 by James Bernadin.

FEBRUARY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

In *Pioneer Cat*, Kate Purdy travels along the Oregon Trail as many people did to follow their dreams to go westward in the mid 1800s. The trip took many months and supplies were needed to make such a journey. Keeping space in mind, have students make a list of items they would bring on their trip if they were to go west on the Oregon Trail.

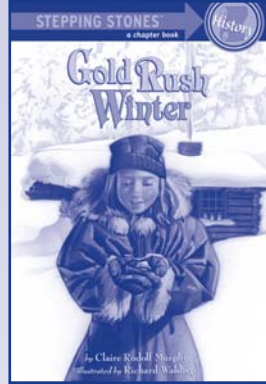


Illustration © 2004 by Pamela Patrick White.

FEBRUARY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

In *Gold Rush Winter*, Klondy leaves Blacktail Gulch, South Dakota, to move closer to her father in Ophir Creek, Alaska. Have students take on the role of Klondy and write a letter to her old friends in Blacktail about her new experiences in Ophir Creek.



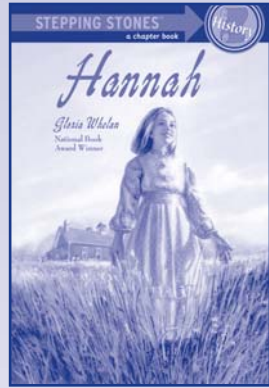
Illustration © 2002 by Richard Waldrep.



FEBRUARY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Conduct a class author study on National Book Award winner Gloria Whelan. Have students find out more about the author, beginning with her Web site at www.gloriawhelan.com.

Have them read *Hannah* and the Pioneer Trilogy from the Stepping Stones program, as well as other books by Whelan, based on their reading levels. Lead a discussion on Gloria Whelan's writing style, common threads between her books, and the connection between her life and her writing.

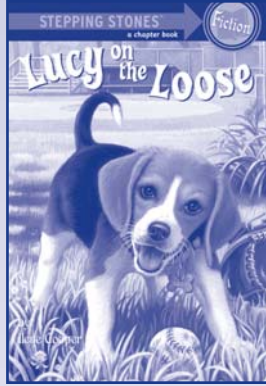
THE PIONEER TRILOGY:



FEBRUARY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

In *Lucy on the Loose*, Bobby Quinn tries to track down his dog Lucy who has escaped from the backyard. Bobby looks all over town, including in the park, on Main Street, and at the butcher shop. Read the book aloud to your class and then have students draw a map of Bobby's town and trace his footsteps in the search for Lucy.

COMPANION BOOK:



Illustration © 2007 by Mary Ann Lashe.

MARCH

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Hold up the covers for *Summer Pony* and its companion book, *Winter Pony*. Have the class predict what the books are about based on the covers. After reading the books, divide the class into groups and have them write and illustrate *Spring Pony* and *Fall Pony*.

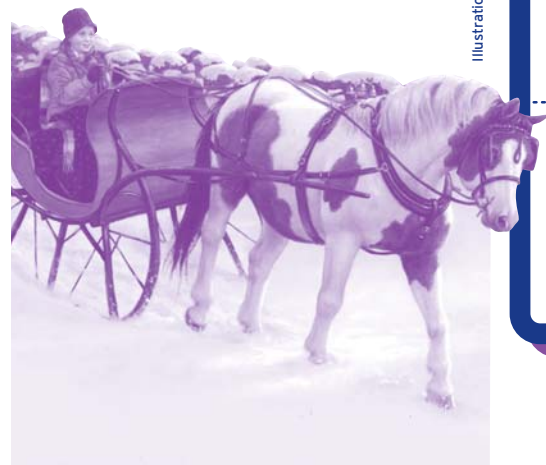
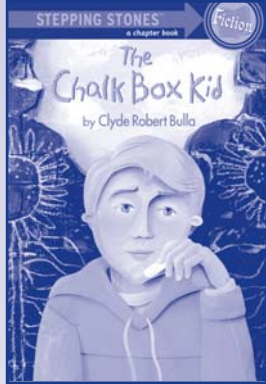


Illustration © 2008 by Ruth Sanderson.

MARCH

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

In *The Chalk Box Kid*, Gregory cannot plant his own garden, so he draws one instead. Have the class design their own garden on a small piece of paper, and then take a large piece of paper and have the students make a mural of the class garden.

COMPANION BOOK:

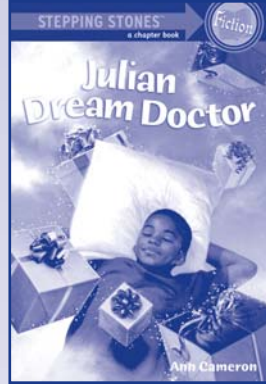


Illustration © 1999 by Ellen Beiler.

MARCH

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

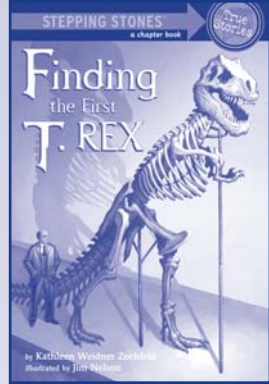
In *Julian, Dream Doctor*, Julian says the following about his dad: "When he runs, he is fast as fire. When he shoots baskets, he is quick as lightning. Afterward, when he rests, he is quiet as a turtle at the bottom of the sea." Introduce the concept of similes to the class and use Julian's description as an example. Have students use a simile to describe something about one of their family members.



MARCH

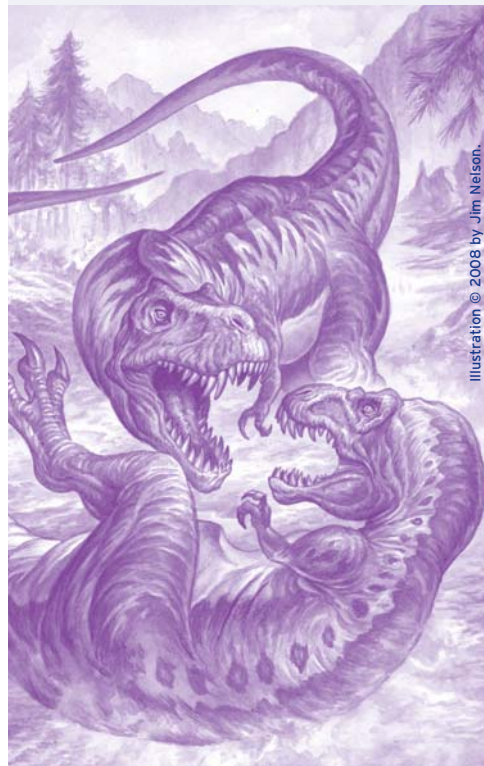
Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

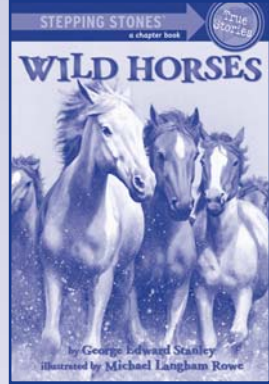
In pairs, have students design a crossword puzzle using 10 vocabulary words from *Finding the First T. Rex*. They should include clues so their fellow classmates can figure out the words they chose.



APRIL

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Have students fill in a KWL chart for *Wild Horses*. They should fill out the first two sections—*What I KNOW about wild horses and What I WANT to know about wild horses*—before reading the book and the third section—*What I LEARNED about wild horses*—after reading the book.

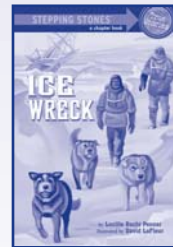
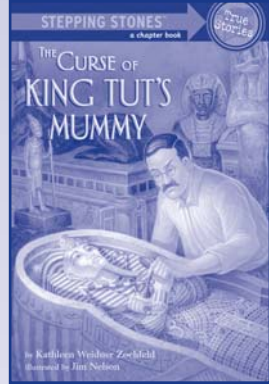


Illustration © 2001 by Michael Langham Rowe.

APRIL

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Royal Egyptians were buried with their treasures so they'd have those comforts in the next world. Have students research these treasures and create a diorama of the inside of a tomb. Have them include a warning on the outside protecting against tomb robbers. They can use the curse on page 13 of *The Curse of King Tut's Mummy* as an example.

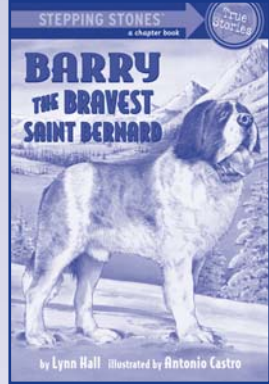


Illustration © 2007 by Jim Nelson.

APRIL

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Barry, the bravest dog in the Saint Bernard Monastery, saved more than 40 lives of travelers making their way through the Saint Bernard pass in the Swiss Alps. Have students write an obituary for Barry, following the style typically used in newspaper obituaries.



Illustration © 1992 by Antonio Castro.

APRIL

Week of _____

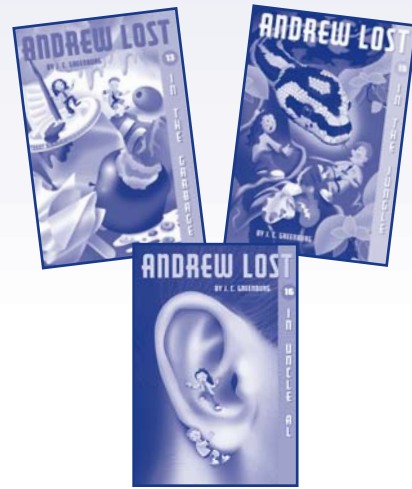
	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Science is super when you're lost with Andrew, Judy, and Thudd!

Teaching Idea

Assign each student one of the invertebrates encountered by Andrew, Judy, and Thudd in the Andrew Lost series. After doing research, have them create index cards including a picture of the invertebrate, its common name, three characteristics, and its environment. Give each student a chance to share his or her information with the class.



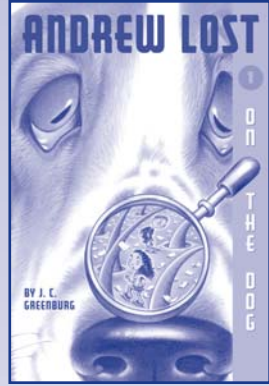
ANDREW LOST



MAY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Andrew, Judy, and Thudd smell something funny in Andrew Lost #1: *On the Dog*. Have them attempt to identify foods using their sense of smell and taste. Have them put on a blindfold and smell various fruits and vegetables in small plastic containers. Record what they think they smell.



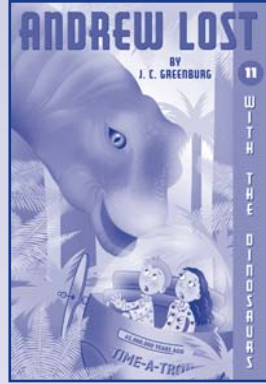
ANDREW LOST



MAY

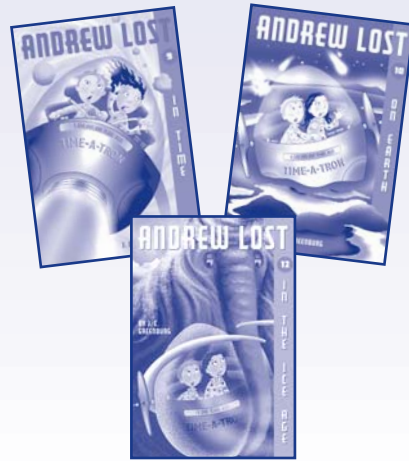
Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Discuss what it must have been like for Andrew, Judy, and Thudd in the exciting conclusion to *Andrew Lost #11: With the Dinosaurs* when the giant asteroid started to fall from the sky!



ANDREW LOST

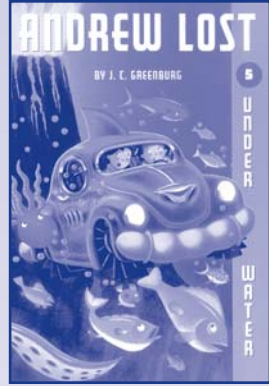


Illustration © 2006 by Jan Gerardi.

MAY

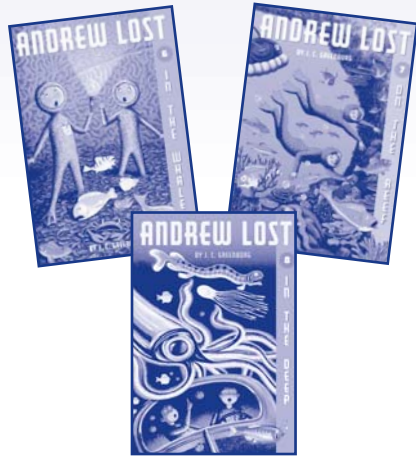
Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

Have students write a story about two divers exploring an underwater ecosystem off the coast of Florida, North Carolina, Maine, Washington State, California, Texas, or Louisiana. What do they see? Is the water cold or warm? What happened? Encourage students to combine what they already know about ocean life with their imagination. Remind them that every good story has a beginning, middle, and end with a conflict (problem) and a solution to that conflict (resolution). It also needs one or more believable characters.



ANDREW LOST



MAY

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



June is Junie B. month!

Teaching Idea

Using a show of hands, ask students whether they have ever read a Junie B. Jones book before. Put Junie B.'s name in the middle of a circle on the blackboard and ask students to brainstorm everything they remember about her (and put these inside connecting circles to create a web): what she looks like, acts like, talks like, and what others think of Junie B. Can they think of any other ways a reader might learn something about a character? How important is it to know what a character is like as you read? Who are your other favorite characters from children's books?



JUNE

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

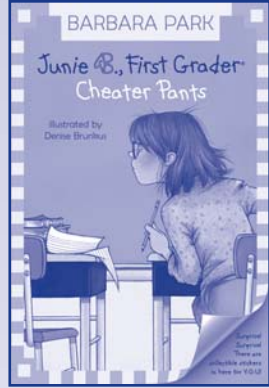
Junie B. Jones and the Stupid Smelly Bus tells the story of Junie B.'s first day of kindergarten. Have students think about what their first day of school was like and then draw a cartoon strip about what happened to them that day. For a cartoon strip template, visit the Junie B. Jones Classroom Club at www.randomhouse.com/teachers/junieB



JUNE

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						



Teaching Idea

In *Junie B., First Grader: Cheater Pants*, Junie B. cheats on her spelling test and then decides to come clean with Mr. Scary. Ask students why they think Junie B. confessed to Mr. Scary. How does this decision prove Junie B.'s dignity?



JUNE

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
TUE.						
WED.						
THU.						
FRI.						





Teaching Idea

In *Junie B., First Grader: Aloha-ha-ha!*, the tour guide in the rain forest gives out a nature guide book and tells everyone the hiking rules. Why does the tour guide do this? Why is it important to respect our environment?



JUNE

Week of _____

	Reading	Writing	Spelling	Math	Science	Social Studies
MON.						
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THU.						
FRI.						



Teaching Idea

Introduce students to superspy Adam Sharp . . . He's tracked down bad guys. He's saved the world (several times). Have the class read the Adam Sharp mysteries and make a list of the qualifications for a detective. Next ask students to write a help wanted ad that IM-8 headquarters might post when they're looking for a new sleuth for their team. Bring in the job listings in your local newspapers so students can see how they are typically formatted.



JULY

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Teaching Idea

Break students into three reading groups and assign one of the three ghost books—*The Blue Ghost*, *The Red Ghost*, or *The Green Ghost*—by Newbery Honor-winning author Marion Dane Bauer to each group. Have each group write a brief plot summary of their book and choose a representative to read it aloud to the other groups. Lead a class discussion about the common thread between these companion books. What is the significance of the color of each ghost?

ALSO BY MARION DANE BAUER:



JULY

Week of _____

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THU.						
FRI.						

Seating Chart

A large, empty rectangular box with a dark blue border, intended for drawing a seating chart. The box is centered on the page and occupies most of the middle section.

TEACHERS: Use this space to draw your seating chart.



HOW MANY STEPPING STONES BOOKS HAS YOUR CLASS READ?

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www.randomhouse.com/teachers 