

# CLASSROOM GUIDE

## I WANT TO EAT YOUR BOOKS

Written by Karin Lefranc  
Illustrated by Tyler Parker

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This guide is intended for first and second grade, but can be adapted for kindergarten.



## INTRODUCTION

The new kid in class is a zombie. But he's not out to eat his classmates; he prefers to eat books. Your students will quickly realize that this crazy habit of his is going to lead to all kinds of trouble, especially when the class heads to the library. It's not until another new kid shows up – she's a mummy! – that the zombie is able to change his ways and to reach out and show her that books are better for reading than they are for eating.

Karin Lefranc's picture book mixes monsters, lots of humor and puns, and gentle lessons about acceptance, friendship, and kindness to create a book for which teachers are sure to find a wealth of classroom applications.

This guide will get you started with ideas that connect to curriculum in Language Arts (including Speaking and Listening, Writing, Reading skills, Vocabulary, Theater and Performance, and Critical Thinking); Art.

The Common Core Standards are also referenced for each activity, and a list of those standards which are noted appears at the end of the guide.

## BEFORE READING

*Language Arts: Speaking and Listening, Writing, Art*

Tell your students that there is going to be a new kid to be welcomed into the class, and he is a monster. What kind of monster do they think it is? Make a list of their responses. Ask each student to draw a picture of what this monster/new student looks like. They should also create a list of his character traits, answering questions like:

- What kind of clothes does the monster like to wear?
- What does he bring for lunch?
- What language does he speak?
- What's his favorite subject?
- What problems does he cause at school because he's a monster?
- What special talents does he have because he is a monster?

**RL** 1.1, 1.3, 1.7   **W** 1.2   **SL** 1.1

## NOW YOUR STUDENTS ARE READY FOR I WANT TO EAT YOUR BOOKS.





## LANGUAGE ARTS

### *Reading, Comprehension, Reading for Details*

Pose these questions to your students to check that they are following and understanding the story as it is told in both the text and the illustrations for *I Want to Eat Your Books*.

1. Who is the narrator of the story? What clues does illustrator Tyler Parker give us so we can follow the narrator through the plot?
2. What odd behavior does the new kid/zombie have? What does he shout out to the children?
3. How did the class react when the zombie came into the room? Why? (Students will have to look closely at the illustrations to answer this.)
4. What turns the book-eating zombie into a book-reading zombie?
5. What does the zombie shout out once he discovers “The Brain Book?”
6. How does the zombie “pay it forward” when another new kid joins the class?

**RL** 1.1, 1.3, 1.7

## LANGUAGE ARTS

### *Discussion, Writing, Critical Thinking*

On close examination of the book, we see that it is not just a story about a zombie eating up books in the library, but it is also a story about a new student coming into the class and how he and the other students in the class react to each other.

Have your students talk about how they felt when they came to a new class and how their new classmates responded to them. Were they welcomed with open arms, or did it take time for them to be accepted by the others? Your students should discuss this from both perspectives: that of their classmates and their own as the newcomer.

After the discussion, as a class your students should develop a set of guidelines for how to welcome new students into a class. Post these rules for all to see.

**RL** 1.4, 1.5, 1.6   **W** 1.2, 1.8   **SL** 1.1, 1.3, 1.4

## LANGUAGE ARTS

### *Rhyme, Writing, Speaking and Listening*

Pair your students for a project about rhyming. The students should do some close-reading of the text together, picking out their favorite rhyming words. Then they should write a four-line verse with the rhyme scheme: A, A, B, B. Their poem can be about the book or about any subject they choose. The key is to follow Karin Lefranc's lead and make the lines rhyme. Some students may also try to imitate the rhythms of *I Want to Eat Your Books*.

**RL** 1.4   **W** 1.3   **SL** 1.1, 1.2

## READERS THEATER

### *Language Arts: Writing, Theater, Performance, Cooperative Learning*

Turn *I Want to Eat Your Books* into a play. Karin Lefranc tells us a story of a zombie (an outsider or new kid in the class) who is loud destructive, and probably scared, but who is tamed by his interest in a book offered to him by a classmate. In return the zombie pays it forward when a mummy (another new student) enters the class. The zombie helps her to be accepted by the others.



Using the spare text and illustrations as a guide, have your students create a script based on the story. They should add new characters so that more students can participate in the performance.

Introduce your class to key elements of play: dialogue; stage directions; creating scenery and costumes.

When the play is ready, take it on the road and perform it for other classes.

**RL** 1.3, 1.6, 1.7   **W** 1.3, 1.5, 1.7   **SL** 1.1, 1.3, 1.5

## LANGUAGE ARTS

### *Vocabulary*

Vocabulary plays an important role in *I Want to Eat Your Books*. Below is a list of a dozen words that may well be new to your students. Have them glean the meaning of the words from the way they are used the context of the story. They should check their responses with a dictionary. During the course of the day, your students should use each new word in a sentence when they are talking to each other or when they are addressing the whole class.

A great way for your students to master the meaning of a word is to visualize it. Have students illustrate a picture of the word or what the word represents. For example, for the word “clumsy,” the illustrations could be of someone constantly dropping things. The illustration doesn’t have to be one picture, but can be a series of them and can have a caption and or dialog.

Below are twelve words from *I Want to Eat Your Books*. Invite your students to add words to the list as you read the story.

Each should keep a Zombie Dictionary section in their notebooks with the new words they’ve mastered.

AWESOME  
CARNIVORE  
CLUMSY  
DEVOUR  
DIET  
DRAWL

OUTSTRETCHED  
SHUFFLES  
SLURPS  
STREWN  
STUNNED  
WHIRL



## LANGUAGE ARTS

*Vocabulary and Idioms, Speaking and Listening, Writing; Categorization*

The zombie's monstrous plan is to *devour* the books in the library. Your students also love to devour books, but that doesn't mean they want to eat them. Discuss with the class the meaning of the idiomatic expression to "devour books."

Have your students make a list of the books they love to devour, or to read over and over again. For each book listed, they should write one sentence telling why they love the book. Encourage them to write something different for each book.

Make a classroom chart: "The Books We Love to Devour," and display it for all to see. A sample chart is shown below. (They should fill in the first three columns after this activity, and the fourth column when the class completes the following activity.) Be sure to put some of your favorite books into the chart.



## BOOKS WE LOVE TO DEVOUR

STUDENT	BOOK	WHY I DEVOUR IT	GENRE

## LANGUAGE ARTS

### *Literary Genres, Speaking and Listening, Writing*

What types of book do your students read the most? Go back to the chart your class has created and identify the various genres of books into which their favorites fall.

Introduce genres to your students. Nonfiction and various kinds of fiction: science fiction, school stories, humor, mysteries, adventures, family stories, animal stories. How many books fall into each category?

Now encourage your students to try genres that are new to them. The student who loves animal stories might try nonfiction about animals, for example. The one who likes adventures might move on to humor. Each student should select one or two unfamiliar genres and read a book either from the chart or one they find on their own in each of those two genres.

Students should prepare three-minute oral reports about the books they've read and what they've learned about the new genres.

**RL** 1.4   **W** 1.1, 1.3, 1.7   **SL** 1.1, 1.4, 1.6

**THIS GUIDE WAS CREATED BY**  
*Clifford Wohl, Educational Consultant*



## COMMON CORE STATE STANDARDS REFERENCED IN I WANT TO EAT YOUR BOOKS

**Key:**

**RL** Reading Literature

**RI** Reading for Information

**W** Writing

**SL** Speaking and Listening

### ***Reading Literature***

**1.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**1.3:** Describe how characters in a story respond to major events and challenges.

**1.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**1.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**1.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**1.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### ***Reading Information***

**1.4:** Determine the meaning of words and phrases in a text.



## ***Writing***

**1.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**1.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**1.3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**1.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**1.7:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**1.8:** Recall information from experiences or gather information from provided sources to answer a question.

## ***Speaking and Listening***

**1.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**1.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**1.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**1.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.