

Grade 1
Classroom Guide

Susanna Leonard Hill

Author, April Fool, Phyllis!

Susanna Leonard Hill grew up in New York City with her parents, one sister, two brothers, and an assortment of cats. Susanna began writing as soon as she could hold a pencil, lying on the kitchen floor and asking her mom how to spell things. She wrote her first book in second grade, called *The Girl and The Witch*. Later she earned degrees from Middlebury College and Columbia University, and worked for many years teaching dyslexic students. Now she spends her time being a mom, writing, and visiting schools. Since *The House That Mack Built* was published in 2002, she has published eight more books, including *April Fool, Phyllis!* Susanna lives in New York with her husband, children, and two beloved rescue dogs.

Visit Susanna at <http://www.susannahill.com>

Jeffrey Ebbeler

Illustrator, APRIL FOOL, PHYLLIS!

Jeffrey Ebbeler has been creating art for children for almost a decade. He loves the creative potential of storybook art. He has given many lectures and demonstrations in grade-schools, colleges, and museums about the process of bringing words to life through pictures. He has worked on a variety of projects including illustrations for magazines, CD covers, and book covers as well as paper engineering for pop-up books, creating large scale murals for schools and churches, and sculpting puppets and performing for several marionette theaters. He and his wife Eileen both attended the Art Academy of Cincinnati. They currently live in Ohio.

Visit Jeffrey at <http://www.jeffillustration.com>

Shannon Morgan

Author, Classroom Guides

Shannon Morgan writes, in ascending order by size: tweets, blog posts, short stories, and grant proposals for The Magik Theatre, which has produced two of her plays for young audiences. She is currently writing a fantasy novel for middle grade readers. When she isn't writing, Shannon loves to read, run, and travel. She lives in San Antonio, Texas, with her husband, Dave.

Visit Shannon at <http://dailypie.blogspot.com>

Copyright Information

Images © Copyright 2011 by Jeffrey Ebbeler; used with permission. Available free of charge for educational use only as presented within the APRIL FOOL, PHYLLIS! classroom guides.

Guide content © Copyright 2011 by Shannon Morgan. Available free of charge for educational use only; may not be published or sold without express written permission.

Author's Note

April Fool, Phyllis! came to me from several different places. One of them was Phyllis. She does not have the shy, retiring characteristics usually associated with her species, and she informed me, loudly, that she wanted another story. So, I thought, what should her next story be about? I grew up in a family that enjoyed treasure hunts. We had them at Easter for jelly beans, hidden around the living room. And we had them at birthdays. My dad devised elaborate clues with riddles, ciphers, and codes of all kinds — a challenge to solve before school! — and the clues led us to our birthday presents. So that's where the treasure hunt part came from. The maple syrup part came from my mom who, in a very *Little House In The Big Woods* way, took us out to tap trees, gather sap, and boil it down to syrup on our kitchen stove, even though we grew up in the '70s and could have just gone to the supermarket. We even tried making maple candy. Both treasure hunts and syrup making were delightful, memorable parts of my childhood, so I wanted to share them with Phyllis and with my young readers.

— Susanna Leonard Hill
2011

How to Use This Guide

This classroom guide for *April Fool, Phyllis!* is designed for students in first grade. It offers activities to help you integrate *April Fool, Phyllis!* into English language arts (ELA), mathematics, science, social studies, and art curricula.

All activities in this guide are linked to content standards.

ELA and math activities are linked to the Common Core standards currently being adopted by most states. Science and social studies activities are linked to relevant content standards for Connecticut, Massachusetts, New Jersey, New York, and Pennsylvania. At the back of this guide, you will find a list of the guide activities and their related content standards.

A table of contents follows this page for easy reference.

Table of Contents

English Language Arts

1-1: Story Comprehension	5
1-2: Adjectives: Real-Life Connections	6
1-3: Write and Illustrate Your Own Weather Story	7

Mathematics

1-4: Word Problems	8
1-5: Measurement and Data	9
1-6: Addition and Subtraction: Temperature	10

Science

1-7: Classroom Weather Station	11
1-8: Blizzards	12

Social Studies

1-9: April Fool's Day	13
1-10: Geography: Make a Treasure Map	14

Art

1-11: Make a <i>Phyllis</i> Slide Show	15
--	----

Appendix

Activity Content Standards and Resources	16
--	----

1-1: Story Comprehension

Before you read or listen to *April Fool, Phyllis!*, look at the cover.

- What do you think the book will be about? Why do you think so?

Now read or listen to the book.

- Who is the main character? Why do you think so?
- Who are some of the other characters?
- What kind of animal is Phyllis?
- Why do you think the book is called *April Fool, Phyllis!*?

Where do you think the story takes place?

- What clues can you find in the story or the pictures?

Describe Phyllis's home.

- How is it different from your home?
- How is it the same as your home?
- Why do you think Phyllis and her family live underground?

Phyllis and her cousins go on a treasure hunt.

- Have you ever been on a treasure hunt? Describe the things you looked for.
- What are some of the clues the young groundhogs follow?
- Why didn't the groundhogs find the treasure on their first try?

Let's talk about the people who made *April Fool, Phyllis!*

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?
- If you could make a picture book, would you rather be the author or the illustrator? Or both? Give your reasons.

Compare the illustration on pages 14 and 15 to the one on pages 26 and 27.

- What is happening in each illustration?
- How does the illustrator use color to make you feel the weather?

As a class, read *Punxsutawney Phyllis*, by Susanna Leonard Hill.

- How is it similar to *April Fool, Phyllis!*? How is it different?

Now read *The Blizzard*, by Betty Ren Wright.

- How is it similar to *April Fool, Phyllis!*? How is it different?



1-2: Adjectives: Real-Life Connections

An **adjective** is a word that describes a person, a place, or a thing.

All of the adjectives below appear in *April Fool, Phyllis!* On the page given, read the adjective in its sentence to discover and describe what it means.

Then, for each adjective, think of a person, a place, or a thing in your own life that fits that can be described by that adjective. Share your answers with your whole class. How are your answers similar? How are they different?

- extraordinaire (pg. 4)
- old (8)
- great (8)
- cold (11)
- white (13)
- lost (13)
- little (15)
- big (17)
- sweet (17)
- warm (17)
- young (20)
- sticky (20)
- thick* (25)
- fast* (25)
- impossible (25)
- few (25)
- swirling (25)
- nearby (25)
- empty (29)



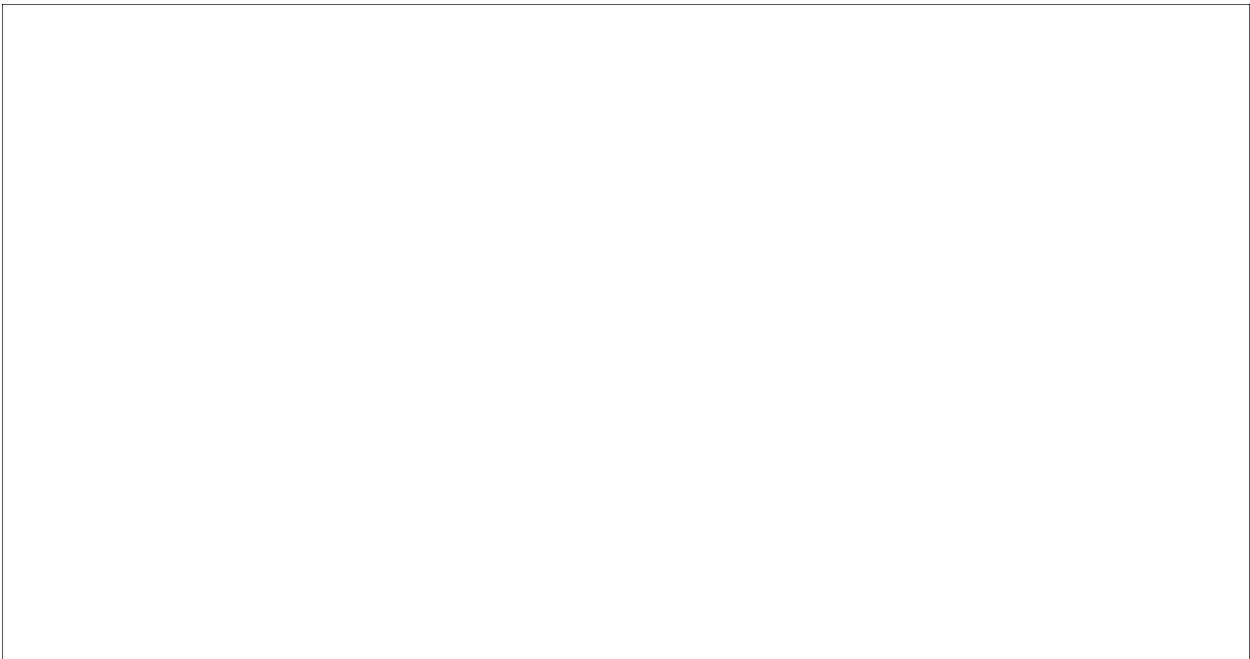
*May also be read as adverbs.

1-3: Write and Illustrate Your Own Weather Story

In *April Fool, Phyllis!*, Phyllis’s family a sudden change in the weather surprises Phyllis’s family. Think about a time when the weather surprised you. Did you wake up to find deep snow outside? Did a gust of wind blow off your hat? Did you get caught in a rain shower without an umbrella?

In the spaces below, write a story about a time the weather surprised you, then draw a picture to illustrate your story.

Title: _____



1-4: Word Problems

When he built the burrow, Grandfather Ground had to build steps down from the door. The first day he built 7 steps. Then next day, he built the 5 remaining steps. How many steps did Grandfather Groundhog build in all?

$$7 + 5 = ?$$

Pete and Jill collect 18 walnuts. After Jill gives Pete some of the walnuts, she has 10 left over. How many walnuts has Jill given to Pete?

$$18 - ? = 10$$

Aunt Sassy makes hats for all of the groundhogs in the valley. She leaves the burrow with 15 hats. She delivers 6 of the hats. How many hats does Aunt Sassy still have to deliver?

$$15 - 6 = ?$$

Willis really likes maple candy. When Phyllis throws it into the air, Willis puts several pieces into his right pocket. Then, when nobody is looking, Willis puts 6 pieces in his left pocket. Later, Willis empties his pockets. He counts 13 pieces of candy in all. How many pieces did Willis put in his right pocket?

$$? + 6 = 13$$

Phil Junior counts 3 ravens on the way to school Wednesday. On Thursday, he counts 5 ravens. Before the weekend, Phil Junior counts 16 ravens in all. How many ravens did Phil Junior count on Friday?

$$3 + 5 + ? = 16$$

Phyllis helps Uncle Phil make pancakes for breakfast. Uncle Phil makes 9 pancakes. Phyllis makes 7 pancakes. By the time they sit down to eat, 12 of the pancakes have been eaten. How many pancakes are left for Uncle Phil and Phyllis to share?

$$9 + 7 - 12 = ?$$



1-5: Measurement and Data

Phyllis spotted these flowers in the meadow:

- 4 purple crocuses
- 5 yellow crocuses
- 3 purple violets
- 7 white violets
- 2 purple pansies
- 4 yellow pansies

Make a table with three columns: **Crocuses**, **Violets**, and **Pansies**. In each column, write how many of that flower Phyllis spotted.

- How many are in each category (column)?
- How many more violets did Phyllis see, compared to pansies?
- How many fewer pansies did Phyllis see, compared to crocuses?
- Which kind of flower did Phyllis see the most of?
- Which kind did she see the fewest of?
- How many flowers did Phyllis see in all?

Now make a new table with three new categories: **Purple**, **Yellow**, and **White**. In each column, write the number of flowers Phyllis spotted in the meadow.

- How many flowers were purple? How many were yellow? How many were white?
- How many fewer white flowers did Phyllis spot, compared to purple things?
- How many more yellow flowers did Phyllis see, compared to white flowers?
- Phyllis saw an equal number of flowers in two different colors. Which two colors?



1-6: Addition and Subtraction: Temperature

The thermometer on the right is similar to the one on page 17 of April Fool, Phyllis! Use it to solve the following math problems.

1. When Phyllis came to the breakfast table, the thermometer read 34 degrees Fahrenheit (34°F). After breakfast, it read 41°F . How many degrees did the temperature rise during breakfast?

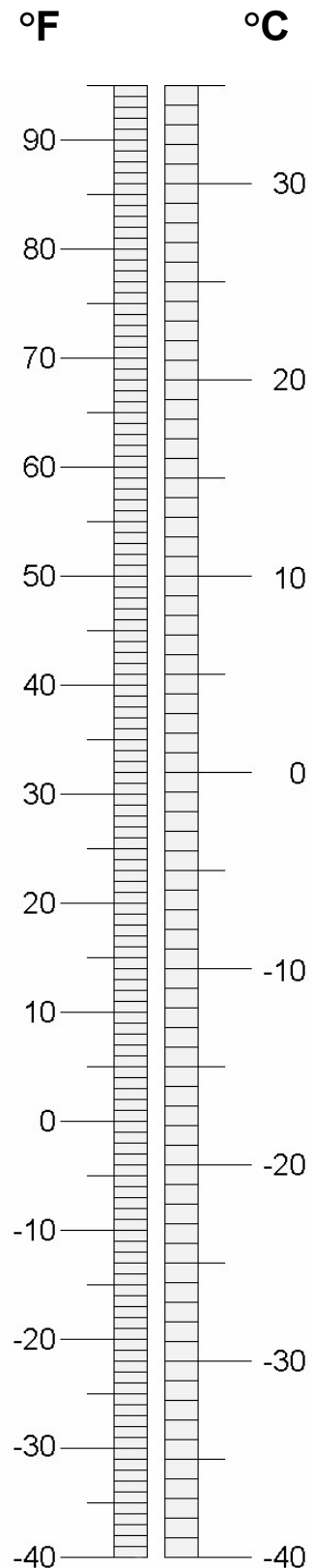
2. The thermometer read 45°F when the young groundhogs set out on their treasure hunt. Then the blizzard blew in. When Phyllis and her cousins got back safely to the sugar house, the thermometer read 27°F . How many degrees did the temperature drop during the treasure hunt?

3. On the night of the blizzard, Phyllis checked the thermometer before she went to bed. It read 19°F . When Phyllis woke up, it read 31°F . How much did the temperature rise while Phyllis slept?

4. That day, Phyllis and her cousins watched the snow melt in the sunshine. By mid-afternoon, the snow was gone and the thermometer read 49°F . How much did the temperature rise from the time Phyllis woke up until she checked the thermometer in the afternoon? (Hint: use Question #3 to help solve this problem.)

BONUS

Solve all of the above problems using the Celsius scale.



1-7: Classroom Weather Station

Weather happens all around us. It can affect all kinds of things, from how well crops grow on a farm to how fast a ship can travel across an ocean. Keeping track of weather, and then looking at our records, helps us predict what kind of weather may happen in the future.

Work together as a class to make a weather board. To the top half of the board, draw or attach a monthly calendar. On the bottom half, leave space to describe today's weather. Make cutouts to represent these weather conditions:

- Sunny
- Part sun / part cloud
- Cloudy
- Rain
- Thunder / lightning
- Sleet
- Snow
- Breezy
- Windy

Mount a thermometer outside your classroom. Every morning, discuss the current weather. Display the cutouts that represent those conditions, and write a brief description on the calendar (e.g.: sunny and windy). Measure the outside temperature and record it on the calendar, too.

After several weeks, review your calendar. Do you see patterns? Can you predict what the weather will be tomorrow?

Try measuring weather using additional tools, like an anemometer for wind, a barometer for air pressure, or a rain gauge.

Talk about how people get information about weather.

- How does your family use that information?
- Does weather information affect the kind of clothes you wear to school?
- What kinds of weather information would be useful to the characters in *April Fool, Phyllis!*?



1-8: Blizzards

A blizzard happens when snow and wind combine to make it very difficult to see. Our National Weather Service describes a blizzard as a storm containing large amounts of snow or blowing snow, winds over 35 miles per hour, and visibility of less than 1/4 mile (1,320 feet) for 3 hours or more. Sometimes blizzards bring heavy snowfall and bitterly cold air temperatures, but not always.

Blizzards can happen in any place where snow falls. In the United States, blizzards happen most often in the Great Plains and Upper Midwest, especially in areas where there are few trees to block wind.

- Can you find these regions on a map of the United States?
- Do you live in or near those areas?
- Have you ever seen a blizzard? Describe what it was like.

Blizzards can be dangerous if you aren't ready for them. Because snow and wind make it so difficult to see, driving in a blizzard can be impossible. The wind in a blizzard can also make the temperature seem lower than it really is, and can make things — including your skin! — freeze more quickly than usual. Strong winds and heavy snow can cause electric and telephone lines to break. Very low temperatures can cause water pipes to freeze.

The best way to be prepared for a blizzard is to pay attention to weather forecasts. If you think a blizzard may happen, here are some things you can do to prepare:

- Wrap water pipes with insulation to keep them from freezing
- Collect clean water in bathtubs or other containers, in case water pipes do freeze
- Close doors and windows.
- Tie down or store anything in your yard that could blow away.
- Bring any pets inside where you can feed them easily.
- Stock up on food. Choose food that doesn't need to be frozen, refrigerated, or cooked, since electricity may be interrupted by the storm.
- Stock up on batteries for a radio and flashlights, as well as candles and blankets.
- If you have a fireplace or woodstove, make sure your firewood can be reached easily even if you can't go outside.

During a blizzard, follow these guidelines:

- Follow safety precautions issued by your local emergency personnel, such as police and fire department officials.
- Listen to your local weather service on a battery-powered radio, or on television or online if electricity and internet are available.
- Conserve food and water.
- Stay indoors.
- Stay warm.

For more blizzard and winter storm resources, see Appendix.



1-9: April Fools Day

Read the information about April Fools Day on page 32 of *April Fool, Phyllis!*

How did April Fools Day begin?

- What did it have to do with the seasons of the year?
- Why do you think some people didn't hear about the new calendar in 1582?

Describe what happens on April Fools Day in the United States.

- Has anyone ever played an April Fools prank on you? Describe what happened.
- Have you ever played an April Fools prank on someone else? How did they react?
- Who is the best prankster in your family? Why?

How are April Fools pranks played...

- ...in Scotland?
- ...in France?
- ...in Iran?
- ...in New Zealand?
- How are these traditions similar to those in the United States?
- How are they different?
- Locate the countries above on a globe or world map. Which is farthest from where you live? Which is closest?



What do you think would make a good April Fools prank?

- Would the person you pranked enjoy the prank as much as you would as the prankster?

In the space below, write a story about a prank. It can be a true story or an imagined one. Share it with your class.

Title: _____

1-10: Geography: Make a Treasure Map

Imagine you are going to send your classmates on a treasure hunt, like the one Phyllis and her cousins went on in *April Fool, Phyllis!* Choose a place you know well, such as your classroom, school, or home. In the spaces below, write 4 clues. Each clue should lead your classmates to the next clue. The last clue should lead them to the treasure. So that you don't forget where your clues and treasure are hidden, draw a map of the place where the hunt will take place. Mark the places where you have hidden the 4 clues and the treasure.

Clue #1: _____

Clue #2: _____

Clue #3: _____

Clue #4: _____

MAP	
------------	--

1-11: Make a *Phyllis* Slide Show

Teacher:

This activity combines art creation with practice using current presentation and image-sharing technologies.

Read *April Fool, Phyllis!* as a class. Review the main events of the story, then assign an event to each student.

Provide each student a piece of paper and materials to draw their assigned event.

When they finish, make a digital image of each student's drawing using a camera or scanner.

Use presentation software to show students how to make a slideshow of their drawings to create a complete story. Technologies to consider include:

- Microsoft PowerPoint
- Apple Keynote
- Prezi (prezi.com)
- Flickr (flickr.com)
- YouTube (youtube.com)

Share your class's *April Fool, Phyllis!* slide show with others in person using PowerPoint or Keynote, or online using Prezi, Flickr, YouTube, or your classroom's website.



COMMON CORE STANDARDS

(ELA & Math only)

<u>Activity</u>	<u>Standard(s)</u>
1-1	ELA 1.RL.1-3, 7, 9-10; 1.SL.2
1-2	ELA 1.L.4-5
1-3	ELA 1.W.3, 5
1-4	Math 1.OA.1-2, 8
1-5	Math 1.MD.4
1-6	Math 1.OA.1-2

CONNECTICUT

1-7	Science 1.1.5; 1.4.6-8
1-8	Science 1.4.7-8, Health E.3.5, E.13.1
1-9	Soc Studies 1.1.4
1-10	Soc Studies 1.1.5; 1.2.4, 7
1-11	Visual Arts 1-2, 5

MASSACHUSETTS

1-7	Science Earth 3-5
1-8	Science Earth 3-5, Health 9.1-3
1-9	Soc Studies 1.9
1-10	Soc Studies Skills 4-5
1-11	Visual Arts 1-3, 5

NEW JERSEY

1-7	Science 5.1.4.A.3; 5.1.4.B.1-3; 5.4.2.A.1; 5.4.2.F.1
1-8	Science 5.4.2.F.1; Health 2.1.2.D.1; 2.2.2.E.1
1-9	Soc Studies 6.1.4.D.13
1-10	Soc Studies 6.1.P.B.1
1-11	Arts 1.1.2.D, 1.3.2.D, 1.4.2.B

NEW YORK

1-7	Science Inquiry 2.3; 3.1-3; Phys 1.1; 2.1
1-8	Science Phys 1.1, 2.1; Health 2-3
1-9	Soc Studies 1.1-2; 2.1
1-10	Soc Studies 3.1
1-11	Visual Arts 1-3

PENNSYLVANIA

1-7	Science 3.3.3.A4-5
1-8	Science 3.3.3.A4-5; Health 10.3.3B
1-9	Soc Studies 8.4.3.A, C
1-10	Soc Studies 7.1.3.A-B
1-11	Arts 9.1.3, 9.3.3.A-B, 9.4.3.A-B, D

BLIZZARDS

National Weather Service

<http://www.wrh.noaa.gov/fgz/science/blizzard.php?wfo=fgz>

University Corporation for Atmospheric Research

<http://eo.ucar.edu/webweather/blizzardhome.html>

ThinkQuest

<http://library.thinkquest.org/3805/events/Bliz.htm>

United States Search and Rescue Task Force

<http://www.ussartf.org/blizzards.htm>