

# Wisconsin Bookworms Activity Sheet



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## "Biscuit Goes to School"

By Alyssa Satin Capudlli

Going to school can be scary, especially if you are just a little puppy. Even though dogs don't go to school, Biscuit is determined to see and do everything that takes place at school. Follow Biscuit as he goes to school and visits different classrooms.

### **Before you read this book:**

Ask the child what they like about school. Do they ride the school bus? Do they have any pets at home? Have they ever seen a pet at school?

### **While you read this book:**

Does your school look like the school in the book? Point to the students *in* the book and ask what they are doing. Where does Biscuit hide?

### **After you read this book:**

What do you *think* your teacher would do *if* they found a puppy at school? What do you think would happen *if* everyone brought their pets to school?

### **Try this at home:**

Play a game of "hide the object." Hide a small stuffed animal or other toy while the child covers their eyes and counts to twenty. Give the child a few minutes to find the hidden toy. If the child has a hard time finding the toy, give clues like saying "hot" or "cold" for how near it is hidden. Take turns with the child to hide the *toy*. Repeat the game hiding the toy in a few different places.

### **Additional Resources:**

Chicken in School by Adam Lehrhaupt  
The Night Before First Grade by Natasha Wing  
Click, Clack, Quack to School by Doreen Cron

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## "Bugs! Bugs! Bugs!"

By Bob Bamer

Pretty ladybugs, fluttering butterflies, creepy daddy longlegs, and round roly polies are just some of the familiar creatures featured in this whimsically illustrated insect album. Learn all kinds of fun facts about bugs from the actual size bug chart and Bug-0-Meter!

### **Before you read this book:**

See if the children can identify how many bugs are on the cover. Remind the children that bugs come in all shapes and sizes, have different abilities (crawling, flying, stinging), and live in different places. However, each bug is special and unique and important to our environment.

### **While you read this book:**

Take a moment to pause and emphasize a bug fact now and then such as, "Did you know that daddy long legs don't bite?" or "'Ants work together, that's why we often see them in big groups!" Feel free to play with the melodic rhyming and to draw attention to *the* bright colors in the book. Pausing to see if the children have seen a common bug in their backyard or in the school playground helps connect them to the story.

### **After you read this book:**

Using the Bug--0-Meter, and the children's hand, can you help them to "see" how big some of the bugs in the story are? Talk with them about what it must be like to be this small. What could they do to protect bugs when they find them so that bugs can continue to do their jobs in our environment? Talk to them about why it is important to preserve nature and how they can help. (Picking up garbage, walking on the trail, recycling, etc)

### **Try this at home:**

Read the story at home with your child; have them tell you what their favorite bug is and then set the goal of trying to find that bug over the next week. If you are successful, ask your child what facts they remember about the bug (doesn't bite, might sting, etc.). Talk with your child about protecting bugs and other wild creatures when we find them to preserve nature and why this is important. Teaching your child about their role in the wider community helps them to feel connected.

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## "Frogs!"

By Elizabeth Carney

Croak! What is that sound? It is a frog! This book is an educational wonder for young reptile lovers. Learn about where frogs live, what they eat, and how they move. You will even discover superhero frogs!

### Before you read this book:

Ask the child if they have heard or touched a frog. What did it sound like? What did it feel like? Tell them that frogs are found all over the world. Share pictures of frogs found in Wisconsin, such as the American Toad or Grey Treefrog. Use a dish sponge to show the child what a frog's skin feels like or sandpaper for a toad. Use a quarter and a small stuffed animal to show them the different sizes frogs can be.

### While you read this book:

At the beginning of the book, ask the child to imagine they are a brand-new type of frog. As you discover the unique characteristics of the frogs in the book, ask them, "*Where would you live?*" "*What sounds would you make?*", "*What would you eat?*", and "*How big would you be?*".

### After you read this book:

If it is spring or summer, take a walk near shallow water such as a bog or stream. Look for frogs under sticks and plants. Before your walk, make a scavenger hunt list of common items found in a frog habitat such as bugs, leaf piles, and stones. Happy hunting! And remember, children should always be closely supervised around water.

**Try this at home:** Get creative with frog-themed art. For young children, make a frog face with paper plates, button eyes, and tape for a tongue. Use paint to make your frog colorful. For older children, learn to fold frog origami that can jump! Ribbit!

### Additional Resources:

- "Reptiles" a nonfiction book for young readers by Jennifer Szymanski
- "Froggy" a series of many funny picture books by Jonathon London
- "The Wide Mouth Frog" a pop-up book by Keith Faulkner

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## "Bears Don't Share" By Lorna Scobie

Bear and Squirrel are on the hunt for some food before winter comes, but there's just one small problem: bears don't share!

### **Before you read this book:**

Ask the child what they think the bear and squirrel will find to eat before the bear hibernates for the winter. Talk about the title of the book and why Bear might not want to share.

### **While you read this book:**

Talk about how Squirrel might feel when Bear doesn't share the food with him. Ask the child to share a time when someone didn't share with them. Ask them how that made them feel.

### **After you read this book:**

- Talk about how Bear was feeling near the end of the book after not sharing any food with Squirrel. Talk about how it made Squirrel feel when Bear finally shared with him.
- Provide the child with a piece of paper and a limited number of crayons. Have them figure out how to share the crayons fairly with you or other family members to create a piece of artwork.
- Work together to build an item out of blocks, Play-Doh, or another item you have on hand.

### **Try this at home:**

- Play a board game that allows children to learn about sharing and taking turns. Offer a bowl of bite-sized crackers or other snacks to your child. Then, ask them to find a way to share them fairly with you or other family members.

### **Additional Resources:**

"Liama Llama Time to Share" by Anna Dewdney

"Can I Play Too?" by Mo Willems

"The Rainbow Fish" by Marcus Praster

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## "Just Follow Me"

By Danielle Villano

Luke and Jen are trying to walk to their friend Manny's house. Jen uses her map skills to find their way.

### **Before you read this book:**

Talk to children about a trip they have taken recently. This could be a road trip for a vacation, to a friend's house, or outside at a park. Have them think about directions, points of interests such as buildings or trees, and directions such as left and right.

### **While you read this book:**

Look at the different houses and point out the different colors. Follow the arrows on the map on page 4. What other features are on the map? Talk about how the colored houses, streets, and trees helped Luke and Jen find their way.

### **After you read this book:**

Learn more about maps. Take a trip to the local library or find a road map to look at: an atlas, a globe, or online resources about directions. Compare Jen's map to a road map of Wisconsin. What is different and what is the same? Point to where they live and other places they may have been before.

Play follow the leader around their living space. Use geography vocabulary into the game. For example: Go under the table and turn right at the hallway. If they are outside, make sure they are with a trusted adult in a safe environment to play.

### **Try this at home:**

The next time the child goes on a trip, such as to school or a relative's house, have them point out what they see on the way. When they come home, use materials found at home to create a map. Include details like colors, shapes, and numbers.

### **Additional Resources:**

"My First Atlas of the World" by National Geographic Kids  
"There's A Map in My Lap: All About Maps" by Tish Rabe  
,"Follow the Leaders" by Erica Silverman

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## "Finding Home/Buscando el hogar"

By Esteli Meza

In this tender and beautifully illustrated story, written in both English and Spanish, Conejo (Rabbit) loses his home in a storm. As he journeys to find a new one, he discovers the importance of friendship, resilience, and how home can be reimagined.

### Before you read this book:

Ask what "home" means to the child. Show them pictures of different types of homes, such as houses, apartments, nests, or burrows, to spark conversation. Introduce the main character, Conejo, and invite children to make predictions about the story based on the cover illustration.

### While you read this book:

- Ask how Conejo might be feeling and point out how his friends help him.
- Ask your child to share a time when a friend helped them.
- Ask what they would do to help Conejo.
- Ask what they think will happen next.

### After you read this book:

Revisit Conejo's journey by drawing a simple path on a large sheet of paper. Place images or drawings of scenes from the story along the path and invite the child to help retell what happened. Talk together about what makes a place feel like home. Then, pretend to be animals finding or building new homes. For example, they can dig like a rabbit, fly like an owl, or gather like a squirrel.

### Try this at home:

Build a cozy space using blankets, pillows, and stuffed animals. This can be a special reading nook, quiet corner, or pretend home. Spend time together in this space and talk about what makes it feel safe, comfortable, or special. Encourage the child to share how they would make someone else feel welcome in their home.

### Additional Resources:

"A House Is a House for Me" by Mary Ann Hoberman

"The Foolish Tortoise" by Richard Buckley, illustrated by Eric Carle

"Home" by Carson Ellis

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## We've Got the Whole World in Our Hands /Tenemos el Mundo entero en las Manos-

By Rafael Lopez

This book salutes the lives of all young people. The rhythmic verse and repetitive emphasis on "we" and "our" celebrate unity and diverse friendships all around the world.

### Before you read this book:

Discuss that this book is based off the song, "We've Got the Whole World in Our Hands." Play the song and sing it together. Discuss that this book has English and Spanish words. Read the English and Spanish text throughout the book. Invite someone to read the Spanish text.

### While you read this book:

As you read the book, point and count the objects out loud (children, trees, animals, etc.). Identify the animals throughout the book. Have the children make the sounds of some of the animals. Ask children what they notice about the sun and the moon (they have faces).

### After you read this book:

- What is your favorite activity to do in nature?
- What can we do to take care of nature? (recycle, plant trees, walk or bike to places)
- Would you like to ride in a hot air balloon? Why or why not?
- Draw a picture of something in nature (river, mountain, ocean, etc.).

### Try this at home:

- Listen to and sing your favorite song.
- Get outside and explore. (What animals do you see? What do you hear? What can you count? etc.)
- Draw a picture of your favorite animal.
- Play your favorite game outside.
- Spend time outside with your friends.

### Additional Books Based on Songs Resources:

"Singing in the Rain" by Arthur Freed and Nacio Herb Brown

"Imagine" by John Lennon

"Footloose" by Kenny Loggins