

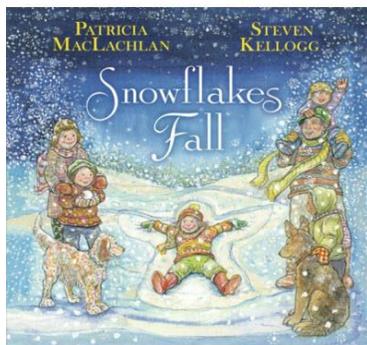
## FOCUS: ILLUSTRATOR/AUTHOR STEVEN KELLOGG

This education resource guide supplements the presentation made by Steven Kellogg at *In Search of Wonder: Common Core and More*, a professional development day presented by The National Children’s Book and Literacy Alliance, in conjunction with the Perry Ohio School District. Included on these pages are engaging activities and discussion questions based on Common Core English Language Standards for two of Kellogg’s books: *Snowflakes Fall* and *A Rose for Pinkerton*. We invite you to print and share these materials as needed. This document is formatted so you can print it double sided on 3-hole punch paper and store in a binder. Education resource guides for authors Chris Crutcher, Nikki Grimes, Katherine Paterson, and Tanya Lee Stone are available at: [thencbla.org](http://thencbla.org)

*You know the young people in your own classroom. You know their academic prowess, their study habits, and the level of their literacy skills. You know what resources you have on hand and your students’ capabilities using those resources. You know what your students will find exciting and challenging. Consequently, we present these activities and discussion questions for general use in classrooms and libraries, hoping that you will use your own insightful creativity and sound judgment to shape the ideas, activities, and resources we offer, expanding on them to meet the needs of your students. These materials were created by Maria Salvadore, Children’s Literature Specialist.*

## TABLE OF CONTENTS

<i>Snowflakes Fall</i> .....	2
• Summary .....	2
• Common Core English Language Standard: Basic Features of Print .....	2
• Common Core English Language Standard: Opinions.....	3
• Common Core and MUCH More: Multiple Disciplinary Approaches.....	4
• Common Core English Language Standard: Illustrations .....	4
<i>A Rose for Pinkerton</i> .....	5
• Summary .....	5
• Common Core English Language Standard: Integrate and Evaluate.....	5
• Common Core English Language Standard: Visual Art.....	5
<b>MORE BOOKS by Steven Kellogg</b> .....	7
<b>MORE About Steven Kellogg and Using His Books</b> .....	8
<b>Video</b> .....	8



## **SNOWFLAKES FALL**

by Patricia MacLachlan  
illustrated by Steven Kellogg

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**SUMMARY:** Spring and summer change into autumn and ultimately winter when snowflakes fall: “Flake/After flake/After flake/Each one a pattern/All its own–/No two the same–/All beautiful.” The peaceful poem is accompanied by gentle, detailed, evocative watercolor which together celebrate childhood, life, hope, and renewal. Longtime friends, the author and illustrator collaborated to present a poignant homage to the children in a place where Kellogg lived for many years. In his dedication, he expresses his hope that the book “celebrates the laughter, the playful high spirits, and the uniqueness of the children of Sandy Hook and of children everywhere.” (*From Random House*)

**Grade Levels:** Kindergarten – Grade 4

### **COMMON CORE ENGLISH LANGUAGE STANDARD:**

**Demonstrate understanding of the organization and basic features of print.**

**With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.**

#### **Application:**

Review the parts of a book (cover, end pages, and title page) and the roles of the author and the illustrator.

Read the book aloud twice with young children. First, read the book without showing the illustrations. Show the illustrations when reading it a second time. Be sure to start with the end pages. Begin the discussion.

- ❖ Ask the children to name the author and the illustrator of the book.
- ❖ Ask the following questions: What are the tools used by the author to tell the story? What tools does the illustrator use? How are they similar? Different? (The depth of the discussion will depend on the students’ age and experience.)
- ❖ Ask students to think about the first time we read the book without pictures. Then ask them: How did the words make you feel? How did your feelings change the second time we read the book when you saw the illustrations?
- ❖ Ask students: Why do you think the illustrations start before the title page and end after the text?

## COMMON CORE ENGLISH LANGUAGE STANDARD:

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

### Activities:

#### ❖ Make and Describe Snowflakes

Depending on the age/sophistication of your students, have them make a snowflake using cotton balls, paint, or cut paper. (Additional ideas of varying levels of difficulty can be found at: <http://www.activityvillage.co.uk/snowflake-crafts>; images for snowflake crafts are also on sites like Pinterest: <http://www.pinterest.com/sherron/snowflake-crafts/>.)

As a class, brainstorm words that describe the snowflakes. Make a list. Ask the following questions: What words highlight how you feel? What words help you see the snowflake? Which words make you use your other senses?

#### ❖ Snowflakes and Poetry

Explore several forms of poems, such as *concrete poems* (poems in which words form a shape that suggests the subject of the poem) or *list poems* (poems made up of a list of words about items or events, usually without transitional words between lines).

Share some examples. Ask the children to decide which form to use when the class writes a poem. You may want to have the students decide on one form or have them choose their own when they write a poem about snowflakes or a related topic. Ask them to illustrate the class poem and/or their own poem.

For more information about forms of poems, see:

<http://www.poets.org/poetsorg/text/poetic-forms-techniques>

<http://schools.pinellas.k12.fl.us/educators/tec/Tondreault/Kinds.html>

#### ❖ Snowflakes and Children

(This activity supports the standard above and *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*)

Each snowflake is as unique as each student who made it; no two are alike. Why? Because each snowflake is a reflection of its artist! Although they may have similarities, each is singular in design. Find words from the class list that describe the snowflakes. Students may be asked to seek additional words. Discuss how snowflakes and children are alike. Ask students to support their opinions with words from the book. Note: this could become a writing activity as well.

## COMMON CORE AND MUCH MORE: MULTIPLE-DISCIPLINARY APPROACHES!

### COMMON CORE ENGLISH LANGUAGE STANDARD:

Use the illustrations and details in a text to describe its key ideas.

#### Activities:

##### ❖ **Weather: Observe and Record**

Discuss with children the changes in the seasons in *Snowflakes Fall*. What can they observe in the book? (e.g., the color of autumn leaves; the blossoming of spring flowers) Weather permitting, take a walk outside. Have children either collect or record (in pictures or words) characteristics of the season.

Keep a weather calendar. Have rotating teams of students track and record weather daily. What patterns emerge after a week? A month? Three months?

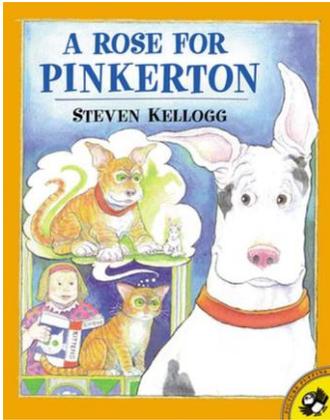
Depending on the season, art projects could evolve from this experience. Fall leaves can be used for rubbings or pressed between waxed paper. Spring flowers lead to various craft activities. Additional craft ideas can be found at:

<http://www.sesamestreet.org/parents/topicsandactivities/crafts?gclid=CJTgqqWsosACFaVZ7AodCAYAMw>

<http://www.pbs.org/parents/crafts-for-kids/>

##### ❖ **Weather Word Wall**

Descriptions of the seasons in *Snowflakes Fall*, as well as daily discussion of the weather, can be added to a word wall. More about word walls (as well as additional books that can be used with word walls) can be found at: [http://www.readingrockets.org/strategies/word\\_walls](http://www.readingrockets.org/strategies/word_walls)



## A ROSE FOR PINKERTON

by Steven Kellogg

©1981

**SUMMARY:** Pinkerton seems lonely. So his young owner goes to the pet show to find him a friend. She returns with a kitten named Rose, who could be the ideal playmate for Pinkerton. But Rose has ideas of her own. She wants to be a Great Dane, and suddenly Pinkerton decides to start acting like a kitten. So Pinkerton, Rose, and their owners go back to the pet show to seek professional advice,

but what results is a crazy and comical adventure!

“A zesty tale that is delivered with splendid flourish . . . Funny and well-paced [with] dexterous illustrations.” (Booklist, starred review) (*From Penguin*)

**Grade Levels:** Kindergarten – Grade 3

Engaging picture books offer the possibility of combining subject areas thus addressing two areas of the standards, delineated below.

### COMMON CORE ENGLISH LANGUAGE STANDARD (K-5):

**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

### COMMON CORE ENGLISH LANGUAGE STANDARD (K-12):

**A study of the knowledge, skills and processes for observing, creating, responding and communicating in ways that are unique to visual art. Art production and the construction of meaning in visual artworks are complimentary learning activities. Course content may include meaningful connections between visual art and other disciplines to enable students to understand art in a broader context.**

**Refer to:** <https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Licensure/Additional-Information/Certification-and-Licensure-Dictionary/Visual-Art.pdf.aspx>

## Activities:

### ❖ **Read and Compare**

Share *A Rose for Pinkerton* with students. Steven Kellogg both wrote and illustrated this book. Ask students the following: How does it compare with *Snowflakes Falling* in how it makes you feel (the tone)? How do the texts differ? (Beyond having different authors, one is a poem; the other is an informal first-person narrative.)

It's interesting to note that Steven Kellogg often has personal connections to his books. He once had a Great Dane much like Pinkerton and a cat named Secondhand Rose. He also lived in Sandy Hook, Connecticut, for many years.

### ❖ **Laugh a Little**

Ask students the following questions: What does Pinkerton do that we think is funny? Why does it make you laugh? What else makes you laugh? Compare Pinkerton to other storybook characters that do things in unexpected ways, such as Amelia Bedelia.

Have students try writing and/or illustrating about something they have seen that they think is funny. What are other words (synonyms) for *funny*?

### ❖ **Find Out About the Author and Present Your Findings**

Ask students the following questions: What makes Steven Kellogg tick? What other books does he write? Find out more about him.

Start at the library. Read more of his books. He's written and/or illustrated over 120 books now! What inspired him to become a children's book author/illustrator?

Read several more of Steven Kellogg's' books. Which is your favorite? Why? Write a letter to Mr. Kellogg. His address is on his website at: [www.stevenkellogg.com](http://www.stevenkellogg.com)

**MORE BOOKS by Steven Kellogg: A Select List**

Steven Kellogg illustrates books that he has written, as well as books by other authors. His illustrations are perhaps best known for their humor. Kellogg's light touch makes difficult subjects accessible.

**Informational Picture Books:** Grades 1-3

*How Much Is a Million* written by David Schwartz

*Millions to Measure* written by David Schwartz

*If You Made a Million* written by David Schwartz

*If You Decide To Go To the Moon* by Faith McNulty

**Tall Tales and Other Traditional Characters:** Kindergarten–Grade 3

*Pecos Bill*

*Paul Bunyan*

*Johnny Appleseed*

*Chicken Little*

*The Three Little Pigs*

**Original Stories:** Kindergarten–Grade 3

*The Island of Skog*

*The Mysterious Tadpole*

*Pinkerton, Behave*

*Best Friends*

*The Boy Who Was Followed Home* written by Margaret Mahi

## **MORE ABOUT STEVEN KELLOGG AND USING HIS BOOKS**

<http://www.readingrockets.org/books/fun/exquisiteprompt/kellogg>

<http://juliekozisek.wikispaces.com/file/view/Steven+Kellogg.pdf>

### **VIDEO**

Hear Steven Kellogg's philosophy at the Mazza Museum at Findlay University in Findlay, Ohio:

<https://www.youtube.com/watch?v=x1dyFFxwnwc>

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