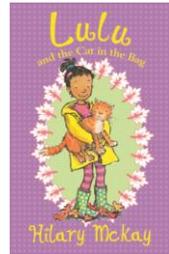
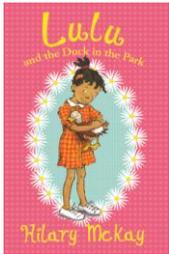


A Teacher's Guide for the Lulu Chapter Book Series aligned to the Common Core State Standards



Lulu Series, written by Hilary McKay with illustrations by Priscilla Lamont, Albert Whitman & Co.
Ages 7–10, grades 2–5

Lulu is a seven-year-old girl who LOVES animals of all kinds. She has several pets living at home with her and her parents. These engaging and humorous stories detail the lives and everyday adventures of Lulu and Mellie, her best friend and cousin, at school, on vacation, and at home.

The Lulu Series

1. There are many instances of humor throughout the stories—humorous dialogue or a character's actions are funny. Ask students to share aloud or write what words or images the author uses to convey humor. (RL.3.1, RL.3.4, SL.3.1, W.3.1)
2. Ask students to name the stories' genre. What are other stories they've read in the same genre? (RL.3.1)
3. Do any of the main characters change over the course of the first three books? (RL.3.3)
4. Each of the three Lulu books has a different setting. Ask students to write a description comparing and contrasting the settings—school, vacation at the beach, and Lulu's home. What words or phrases are particularly effective in allowing readers to visualize a setting? (RL.3.9, W.3.1)
5. Ask students to suggest how the stories would be different if told in the first-person, from Lulu's point of view, rather than third-person narration. (RL.3.6)
6. Ask students to write about their favorite animal. (W.3.1)
7. The author, Hilary McKay, uses wonderfully descriptive language in her stories. Focus on her descriptions that relate to the senses. Have students list some of their favorites. Then ask them to choose a place and write descriptive words and phrases so that others can visualize, hear, and smell that place. (RL.3.4, L.3.5)

Lulu and the Duck in the Park (Book 1)

Pre-reading

Ask children to explain what a book series is. What other book series have they read and enjoyed? Why do they like reading books in series? Tell students they are going to read the first book in a series about a young girl who loves animals.

Vocabulary (L.3.4)

sponsored
cleverly
rowdy
interruptions
silence
cobbed
blazed
possessed
slunk
polished
scrambled
impatiently
shrieks
definitely
whisked
cradled
glaring
sensible
urgently
collapsing

Discussion Questions and/or Writing Prompts

1. The CCSS ask for close reading of texts and text-based evidence to support students' answers about the reading. It's important for students' responses to refer back to the text and steer clear of opinion.

2. Have students read the book independently, noting any words that are unfamiliar or not understood in context. How did students figure out what certain words meant as they were reading? Make a classroom chart of words that require further definition and study these before moving on to the questions. (RF.3.3, RF.3.4, L.3.4)
3. Read the first two chapters aloud.
4. Ask readers what they learn about Lulu from the first chapter of *The Duck in the Park*. (RL.3.3)
5. Do students think Lulu or Mellie is a funnier character? They can support their view with examples, either by sharing with the class or writing independently. (RL.3.3)
6. "Before Mellie turned around, before anyone saw, before she thought what she was doing, Lulu picked it up and put it in her pocket. It was still warm." (page 39) The final sentences of Chapter 2 are a turning point for the story. Ask students to analyze why this is true. What is the most important word and how does that word choice move the story forward? (RL.3.1, RL.3.4, L.3.5)
7. Ask students to describe in writing the sequence of events beginning with finding the egg and ending with the return of duckling. (RL.3.1, W.3.2)
8. Mrs. Holiday, Lulu's teacher, does not like animals. Ask students to write a short character sketch of Mrs. Holiday, describing what else they learn about her from the story's text. Does Mrs. Holiday's character change during the story? If so, how? (RL.3.1, RL.3.3, W.3.2)

Lulu and the Dog from the Sea (Book 2)

Pre-reading

Ask students if they like to travel or stay at home for vacation. Ask for examples of different vacations. Have they ever found something surprising while on vacation?

Vocabulary (L.3.4)

squished
groaned
crater
vanished
astonishing
menace
encouraging
suspiciously
swoop
frantic
ghostly
expedition
dismal
hurtled
trembling
miserably

Discussion Questions and/or Writing Prompts

1. The CCSS ask for close reading of texts and text-based evidence to support students' answers about the reading. It's important for students' responses to refer back to the text and steer clear of opinion.
2. Have students read the book independently, noting any words that are unfamiliar or not understood in context. How did students figure out what certain words meant as they were reading? Make a classroom chart of words that require further definition and study these before moving on to the questions. (RF.3.3, RF.3.4, L.3.4)
3. Ask students to describe the many ways the text shows that Lulu loves and cares for all animals. (RL.3.1)
4. How did the wild dog become the "dog from the sea?" How does Lulu get the "dog from the sea" to trust her? (RL.3.1, RL.3.3, RL.3.5)
5. Ask students to write examples of what Mellie says and does that shows she's a good friend to Lulu. (RL.3.1, W.3.1)
6. Hold a discussion about character and plot. First ask students to note some of Lulu's character traits—for example she is kind. Then talk about how her character leads her to take certain actions. Finally, have students explain how her actions contribute to the story's plot. (RL.3.1, RL.3.3)
7. Have students summarize aloud or in writing what they know about Lulu's parents. (RL.3.1, RL.3.3)

Lulu and the Cat in the Bag (Book 3)

Pre-reading

Sometimes pets find people rather than the other way around. Ask students if that has happened to them or their family or someone they know. In this story, Lulu and Mellie's grandmother stays with them while their parents are away and returns home with a few unexpected surprises.

Vocabulary (3.4)

savage
caravan
detested
miniature
sensible
announce
vaguely
indignantly
confront
reproachfully
inspecting

Discussion Questions and/or Writing Prompts

1. The CCSS ask for close reading of texts and text-based evidence to support students' answers about the reading. It's important for students' responses to refer back to the text and steer clear of opinion.

2. Have students read the book independently, noting any words that are unfamiliar or not understood in context. How did students figure out what certain words meant as they were reading? Make a classroom chart of words that require further definition and study these before moving on to the questions. (RF.3.3, RF.3.4, L.3.4)
3. Ask students to explain why Nan doesn't like animals. (RL.3.1, SL.3.1)
4. What important observation does Lulu make about Nan and the marigold cat? Make a list of ways readers know Nan likes the cat. (RL.3.1, L.3.5)
5. Were there any clues to the surprise at the end? (RL.3.1)
6. Read this example of literal language: "They longed to scoop out dog-shaped hollows and roll in the dust. They longed to dig for interesting bones." Next, read this example of nonliteral language: "A glow-in-the-dark orange cat with eyes like lime-green sweets. Fur like a cloud. Paws like beanbags. A tail like a feather duster." Ask students to write down other examples of literal and nonliteral language. (RL.3.4, W.3.1)
7. What do the illustrations in *Lulu and the Cat in the Bag* tell students about the story that is not told in the words? Responses can be shared aloud or in writing. What details in the illustrations add to the humor of the stories? (RL.3.7)

Common Core State Standards for English Language Arts – Grade 3

These are the standards that apply to questions in this guide for Books 1, 2 and 3 of the Lulu Series.

Reading: Literature

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.8 not applicable to literature)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Reading: Foundational Skills

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade three topics and texts, building on others' ideas and expressing their own clearly.

Language

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.