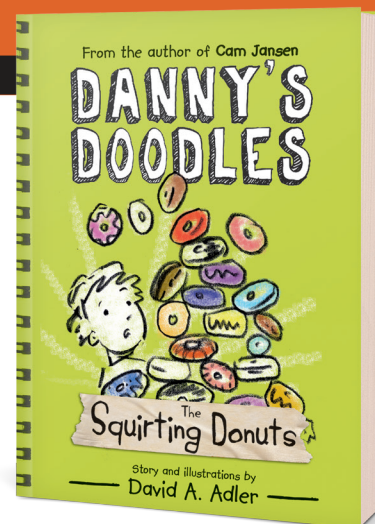


## Danny's Doodles: The Squirting Donuts

By David A. Adler

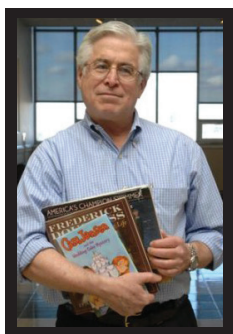
### A Common Core State Standards-Aligned Educator's Guide for **Grades 2, 3, 4**

Note: The activities in this guide align with Common Core State Standards for English Language Arts for grades 2, 3, and 4, but standards for other grades may also apply.



### About the Book

Danny Cohen and his best friend Calvin Waffle are back with a brand-new adventure in this illustrated chapter book series. Danny and Calvin know something is amiss in their fourth-grade class when their loud, rule enforcing teacher Mrs. Cakel, suddenly transforms into a whole new person. The two friends decide the only way to find out what's really going on is to spy on their personality-switching teacher. But spying soon leads to a greater mystery...and while the boys are looking for a lost dog, Calvin's mother is looking to invent a new donut, Danny's father is looking for a new job, and Danny's fourth-grade class is looking for their teacher to turn back into the good old Mrs. Cakel they all know and fear.



### About the Author

David A. Adler, a former math teacher and editor, is the author of more than two hundred books (!) for young readers including the Cam Jansen and Young Cam Jansen Mysteries, the entire Picture Book Biography series, *Don't Talk to Me About the War*, math and science books, and books on the Holocaust. He lives in New York with his wife and family.

### Praise for the Danny's Doodles series:

"With plenty of laughs and heart, this is a series to watch."

—Booklist

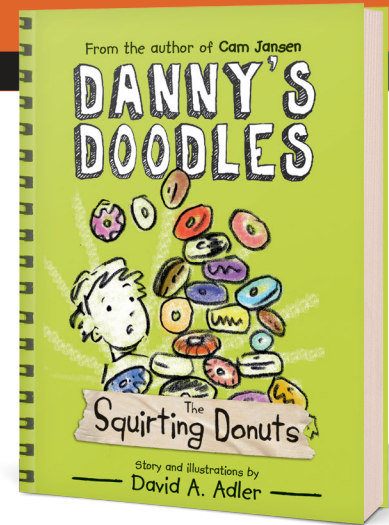
"Danny and Calvin are classic non-superhero chapter book protagonists, and they're remarkably easy to relate to."

—Bulletin of the Center for Children's Books

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#### Pre-Reading Questions and Activities

- Look at the cover of the book and read the title aloud to the class. What do students think this book will be about? Do they think it is fiction or nonfiction? Is it part of a series or a stand-alone novel? Why? Now read the blurb on the back. Do students have a different idea of what the story will be about? Why do students think the book jacket is designed the way it is? Does it make them want to read the book?
- In this book, one of the characters becomes head of donut research at a bakery. What kind of research do students think she does? Can they come up with any new donut ideas?
- Ask students: If you found a lost dog and returned it to its owner, would you expect a reward? Why or why not? What if you knew the dog's owner?

#### Vocabulary Words

As students read this book, have them be on the lookout for unfamiliar words. Have them write down the word, define it using context clues, and then look the word up in the dictionary to see how close they came to the actual definition. Come together as a class and have students share their lists. Working together, list synonyms and antonyms and discuss why the author used a specific word and not one of the synonyms.

RL 3.4, 4.4; L 2.4, 2.5, 3.4, 3.5, 4.4, 4.5

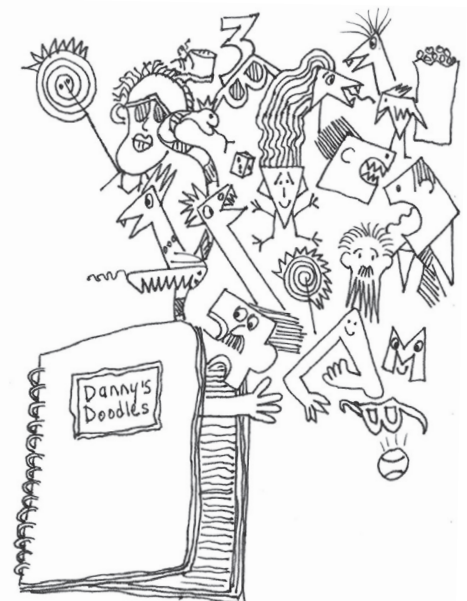
#### Post-Reading Discussion Questions and Activities

##### Oodles of Doodles

This book is illustrated using doodles drawn by Danny, the main character. Citing specific examples from the book, ask students to discuss the ways Danny's doodles convey information about the story, and how they work with the text to help tell the story. What purpose do students think these pictures serve? Do students like books that include illustrations like this? Why or why not?

RL 2.1, 2.7, 3.1, 3.7, 4.1, 4.7; SL 2.1, 2.5, 3.1, 3.5, 4.1, 4.5

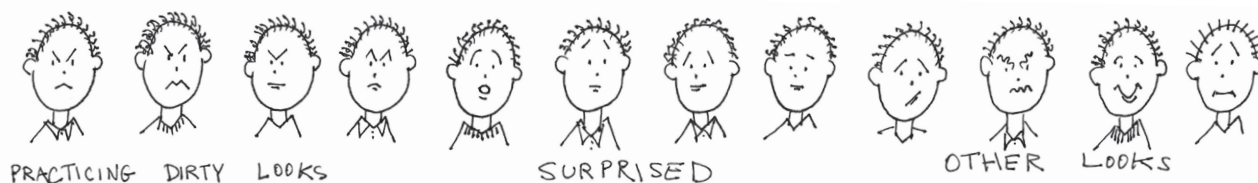
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## Character Mapping

As a class, discuss the characters in the book and how the author conveys information about a character to the reader. Work together to create a character map of Danny, using the following categories: his physical description, what he says, what he does, and what others say about him. Break students into small groups. Using the character map of Danny as a guide, have them create a similar chart for a different character in the story. Then, come together as a class to review their work.

RL 2.1, 2.3, 2.7, 3.1, 3.3, 3.7, 4.1, 4.3, 4.7; W 3.4, 4.4; SL 2.1, 3.1, 4.1



## Crazy Mixed-Up Plots

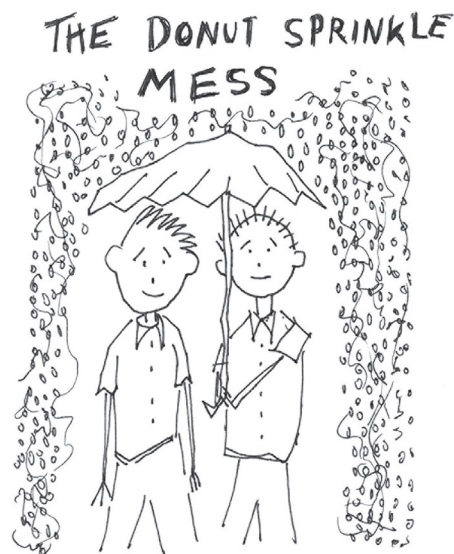
Discuss with the class the general structure of a story—the beginning, middle, and end, and how a character's actions contribute to the sequence of events. Next, break students into nine groups and assign each one a chapter. Have them summarize their chapter in one to three sentences and write it on an index card. Put the summary cards in a pile, shuffle them, and read them one at a time. Discuss whether this new order makes sense. Then, working as a class, rearrange the summaries in the correct order. Do chapters need to be in their original order for the story to make sense? Were there any chapters that could be in a different order? Why or why not?

RL 2.1, 2.5, 2.7, 3.1, 3.3, 3.5, 4.1, 4.2, 4.3; SL 2.1, 3.1, 4.1

## Reading Between the Story Lines

Come together as a class and discuss the story arcs of this book. What do students think is the main story line? Which are the secondary ones? How does this impression fit with the title of the book? Why do students think the author chose to title this book *Danny's Doodles: The Squirting Donuts*? Can students think of other titles that would also be fitting?

RL 2.1, 2.2, 2.3, 2.5, 2.7, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 4.3; SL 2.1, 3.1, 4.1



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## Name Games

When Calvin and Danny first approach Calvin's house, Mrs. Waffle greets them by rearranging the letters in their names. Have students scramble the letters in their own names, trying to make a word or phrase, if possible. Collect the mixed-up names on a single sheet and distribute it to the class. Working independently or in small groups, see who can unscramble all the names first.

SL 2.1, 3.1, 4.1

## Danny Deduces

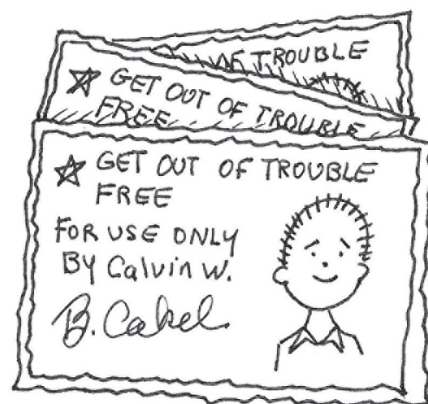
Discuss with students how Danny and Calvin act as detectives in finding Mrs. Cakel's missing dog, Lollipop. As an example for the class, closely examine the way they find Mrs. Cakel's house. (In this case, they get a location and a description from Danny's sister, then they use observation to identify the right house, then they confirm their suspicion by checking Mrs. Cakel's mailbox.) Using the example above, ask students to identify another instance where Danny and Calvin follow clues, make deductions, and come to a conclusion. Come together as a class to discuss their findings. What qualities does it take to be a good detective? Do these qualities also apply to students in their day-to-day lives?

RL 2.1, 2.3, 3.1, 3.3, 4.1, 4.3; SL 2.1, 3.1, 4.1

## Get Out of Trouble Free

Calvin's reward for helping to find Lollipop is a set of "Get Out of Trouble Free" cards. Have students write a short story showing a situation where Calvin Waffle uses one of these cards. What does he do to get in trouble? How does Mrs. Cakel react? Does she honor her promise to let him "Get Out of Trouble Free"? How does Calvin feel about using one of his cards? Break students into small groups to share their writing and revise based on peer and adult feedback.

W 2.3, 2.5, 3.3, 3.4, 3.5, 3.10, 4.3, 4.4, 4.5, 4.10

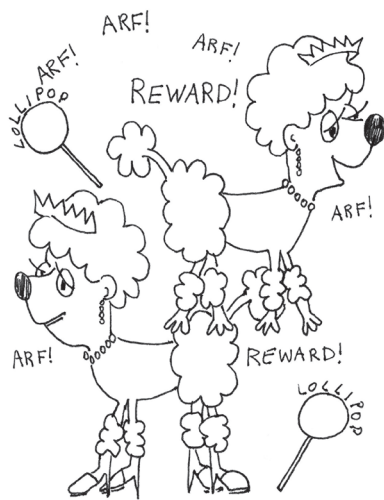


## Breaking News!

Ask students to bring together everything they have learned about this book to create a fictional television news report on the incident of the missing dog and its successful conclusion. Break the class into small groups to collaborate on a script that will tell the story by interviewing different characters from the book, being sure to incorporate the "Five W's and One H" questions. Encourage students to be creative and humorous and, above all, have fun with this project. Allow time for students to rehearse their presentations and have them perform for the class.

RL 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.7; W 2.3, 2.7, 3.3, 3.4, 3.10, 4.3, 4.4, 4.10; SL 2.1, 2.2, 2.4, 2.5, 3.1, 3.4, 4.1, 4.4

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## Candy-on-a-Stick

When Calvin discovers that Mrs. Cakel's lost dog is named Lollipop, he refers to her as "Candy-on-a-stick" whenever they talk about her. Have students choose a paragraph and rewrite it, replacing the character names with a descriptive phrase. Encourage them to make it as funny as possible. Break students into pairs to share their creations, and have them read their passages aloud to each other using the new names. Gather as a class and have volunteers share their final results. Who came up with the funniest phrase?

RF 2.4, 3.4, 4.4; W 3.4, 4.4; SL 2.1, 3.1, 4.1; L 2.5, 3.5, 4.5

## Using Metaphors and Similes

Discuss how figures of speech like metaphor and simile make a text more interesting to read, and convey ideas vividly and clearly. For example, Mrs. Waffle is described as looking "like a broken kaleidoscope." Have students write three original descriptive metaphors or similes related to characters or events in the story. Come together as a class and share their results.

W 3.4, 4.4; L 3.5, 4.5

Visit the Common Core State Standards website to read about the individual standards listed here:  
[www.corestandards.org/read-the-standards](http://www.corestandards.org/read-the-standards)



Teacher's Guide prepared by We Love Children's Books