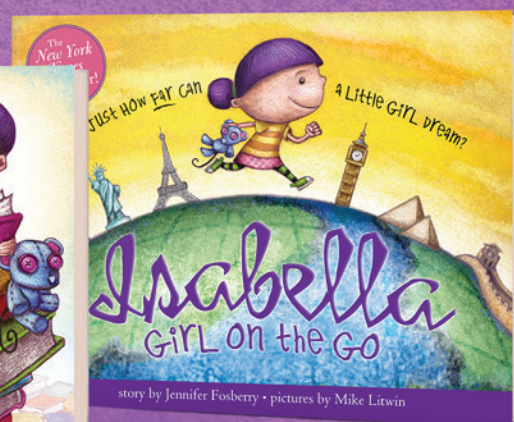
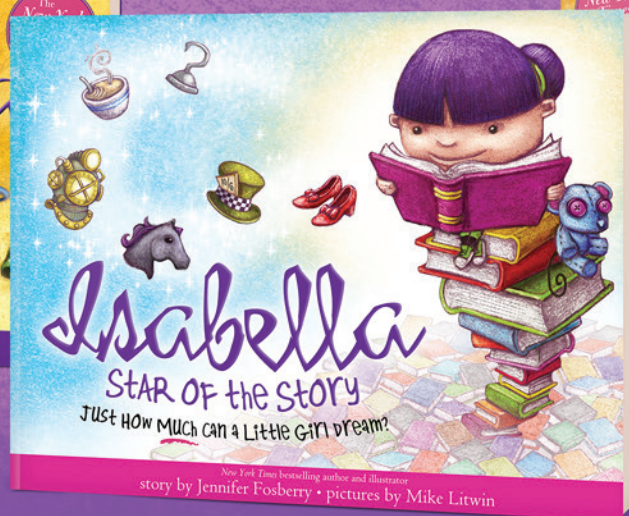
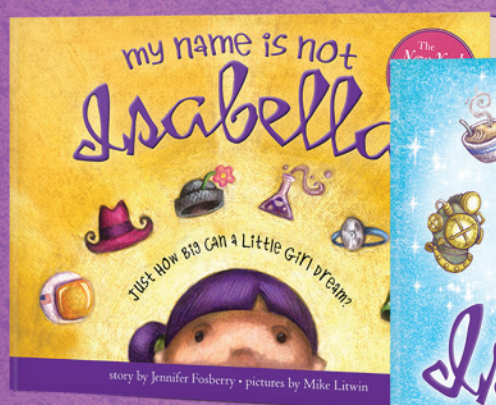


# The Isabella series



 sourcebooks  
jabberwocky

## A Common Core State Standards-Aligned Educator's Guide to:

## the Isabella Series

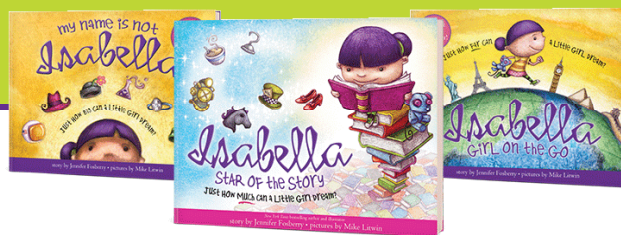
Grades K-2





## The Isabella Series

By: Jennifer Fosberry



### About the Guide

This guide introduces the first three titles in the Isabella series. Questions and activities aligned to Common Core State Standards are provided for each title. The last section addresses the series as a whole.

### About Isabella

Isabella is a little girl with a BIG imagination. Come along on an adventure of discovery—and find out how her extraordinary, imaginary adventures teach her the importance of being her extraordinary self. Explore some of the amazing women who changed the world. Travel around the world to experience its greatest wonders without ever leaving the backyard. Steal the spotlight from some of the most memorable characters in children's books. Isabella's adventures are **fun, informative, and educational—what will she dream of next?!**



### About the Author

**Jennifer Fosberry** is a science geek turned children's book writer. Her love affair with books began when she received her first library card. Jennifer lives with her husband and three children in the San Francisco Bay Area, where she reads, writes, and tries to get out of housework. Her little black dog keeps her company while she writes her next book.



### About the Illustrator

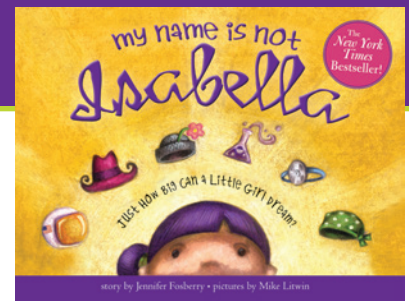
**Mike Litwin** combines a variety of media to create scenes with an often wacky, always delightful style that blends playful innocence with devilish mischief. Illustrating and telling stories for children is his passion, his entertainment, and his dream. A graduate of the East Carolina University School of Art and Design, he currently lives in Greenville, North Carolina, with his wife and four children.



# My Name Is Not Isabella

## A Common Core State Standards-aligned Guide

Grades K–2



By: Jennifer Fosberry

### Pre-Reading Questions & Activities

Throughout this book, Isabella pretends she is different famous people from history. Ask students: “Have you ever pretended you were someone else? Why did you choose that person?”

Do a picture book walk-through. Before you read the book to the class, have them closely examine the illustrations on each page. Discuss what is happening. Have students identify illustration details and explain what the details tell them about the story’s characters, settings, and events.

Have students examine the cover of the book. Read the title. Discuss what they think the story will be about.

### Vocabulary

In this book, students will encounter the following professions and historical figures. Using the biographical sketches provided by the book, acquaint the class with the following:

Astronaut	Sally Ride
Sharpshooter	Annie Oakley
Activist	Rosa Parks
Scientist	Marie Curie
Doctor	Elizabeth Blackwell

### Discussion Questions & Activities

#### Readers Theater

Now that students have read the book, performing it as a group is an effective way to improve comprehension. *My Name Is Not Isabella* is a perfect text for this activity because Isabella herself plays many different roles throughout the book. Identify the characters in the book and the personas Isabella assumes.

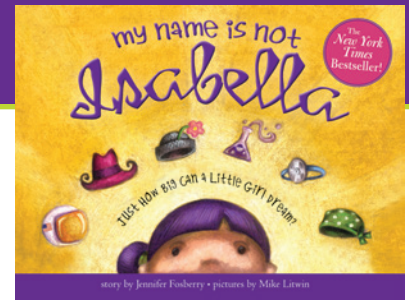
#### NOTE:

1. If class size requires, use a different mother and Isabella for each scene. Alternatively, the instructor may play the mother in order to manage and prompt performers.
2. Transform the line “I am not Isabella...” to “She is not Isabella...” and have this line read by a chorus composed of class members not involved in the current scene. Encourage the chorus to provide appropriate sound effects whenever possible.
3. After each scene, have one student read a sentence describing the profession depicted in the scene (e.g., “An astronaut is a person who works in space”).
4. Then, have another student share a single fact about the individual whom Isabella is pretending to be (e.g., “Sally Ride was the first woman from the U.S. to travel to space”).

RL1.6, RL2.6, RLK.10, RL1.10, RFK.4, RF1.4, RF2.4

Continued...





## Discussion Questions & Activities Cont....

### The Elements of a Book

Each book is a carefully planned work of art. Normally, the focus is on the story and the pictures, but readers can learn a lot more about a book by looking at the other elements too. Every element is carefully crafted to send a message, from the cover image to the book description, and from the bibliography to the biographical information about the author and illustrator.

Review the front and back covers of the book and identify the different elements.

Discuss elements like:

- The title

- The cover image (Is this a strong image? How would you change it?)

- The author's and illustrator's biographies (Have you ever read other books by these people?)

- The book description found on the jacket flap (Does this description sound like the story?)

- The reviews on the back cover (Why do you think these are included?)

- Awards and honors won by the book (Does this make you want to read the book more?)

RLK.1, RL1.1, RL2.1

### Author and Illustrator

Who is the author? What does an author do?

Who is the illustrator? What does the illustrator do?

Can you tell the story just using words? Can you tell the story just using illustrations?

RLK.6, RLK.7, RL1.7, RL2.7

### About the Author

Get students to think critically about the author biography element using the following exercise:

Pretend that you are the author of a book. What is the title of your book? Write your own biography to include on the jacket flap. Be sure to include your name, where you are from, and something about yourself. Draw a picture of yourself for your author photo. Work with your teacher to dictate or write your own biography. Display the students' finished pictures and biographies.

WK.2, W1.2, W2.2, LK.2, L2.2, L2.3

### Information Please

Help students explore the biographical data in the back of the book:

This book has a section at the back that some other books do not. It's called "Women Who Changed the World."

Why do you think this section was included?

RLK.1, RL1.1, RL2.1, SLK.1, SL1.1, SL2.1

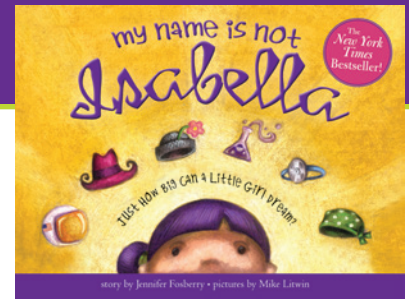
### Superlative You

Sweetest, kindest, smartest, bravest, fastest, toughest, greatest...Isabella uses these words to describe the people she pretends to be. Have students choose one of these words to illustrate. Ask them to draw a picture of a time they embodied this superlative. What are the opposites of these words?

LK.1, L1.1, L2.1, LK.5, L1.5, L2.5

Continued...





## Discussion Questions & Activities Cont....

### Powerful Language

Discuss how words can make the action they describe more powerful:

Telling astronaut Isabella to “blast out of bed” or activist Isabella to “march out there and take your seat on the bus” makes the story more compelling. Try substituting “regular” words in place of the strong ones to show how different the story would be without these carefully chosen words.

RL1.4, SLK.1, SL1.1, SL2.1, SLK.2, SL1.2, SL2.2, LK.1, L1.1, L2.1

These words aren’t just “strong,” they are also vivid. They are descriptive of the person Isabella is pretending to be. What if these figures were switched around? How would Annie Oakley get out of bed? How would Sally Ride get on the bus? Or, are there other figures you could describe using the same words? Who else might “march” to the bus?

LK.5, L1.5, L2.5

### Rhetorical Techniques

*My Name Is Not Isabella* uses the very common and powerful rhetorical device of repetition to help make its message memorable and fun. Discuss the different techniques used in this book with students:

What other stories do you know that use repetition?

Different phrases are repeated throughout the story. How many can you find?

RLK.1, RL1.1, RL2.1, RL2.4

### Telling the Story, Telling the Time

*My Name Is Not Isabella* takes place across an entire day in the life of a little girl. How does the book illustrate that time is passing? As a class, identify and discuss what cues and clues are in the text and illustrations. Identify specific elements of the text and illustrations that show what time of day it is in each scene.

RLK.1, RL1.1, RL2.1, RL2.2, RLK.3, RLK.7, RL2.7, L1.1

### What's the Big Idea?

Working in pairs, have students summarize this story to each other. What is the big thing this story is about?

Have students share their conclusions with the class.

RLK.1, RL1.1, RL2.1, RLK.2, RL1.2, RL2.2, RL2.5, RLK.7, RL1.7, RL2.7, SLK.1, SL2.2

### Who Are YOU?

Have students imagine that school has just let out for the day. The teacher says, “Time to go home, (Child’s Name)! Have a nice weekend!” Have each student make up an answer in the style of the book. “My name is NOT (Child’s Name)! I am...”

SLK.5, SL1.5, SL2.5, SLK.6, SL1.6, SL2.6, WK.3, W1.3, W2.3



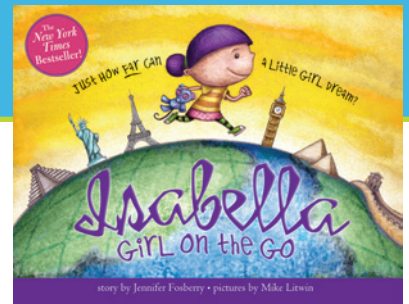
Have each child illustrate and write or dictate a page with the help of the teacher or another adult. Bind these together into a class book. Use this book as the basis for an oral presentation or performance, having students read their own or other children’s pages aloud.



## Isabella: Girl on the Go

### A Common Core State Standards-aligned Guide

Grades K–2



By: Jennifer Fosberry

### Pre-Reading Questions & Activities

In this book, Isabella pretends she is exploring different significant landmarks around the world. What are some significant landmarks in the United States?

Do a picture book walk-through. Before you read the book to the class, have them closely examine the illustrations on each page. Discuss what is happening. Have students identify illustration details and explain what the details tell them about the story's characters, settings, and events.

Look at the cover of the book. Building on what you know from reading *My Name Is Not Isabella*, what do you think this book will be about?

### Vocabulary

In this book, students will encounter the following professions and landmarks. Using the information provided in the back of the book, acquaint the class with the following professions and places:

Archaeologist	Pyramids of Giza
Artist	Eiffel Tower
Warrior	Great Wall of China
Astronomer	Chichen Itza
Queen	Big Ben
Defender	Statue of Liberty
Taj Mahal	CN Tower

### Discussion Questions & Activities

#### Where in the World Is Isabella Now?

The setting of this story is Isabella's backyard. Each real feature in her yard reminds her of a landmark. Using her imagination, she travels around the globe visiting famous places. What place in her yard becomes each landmark? How are these appropriate?

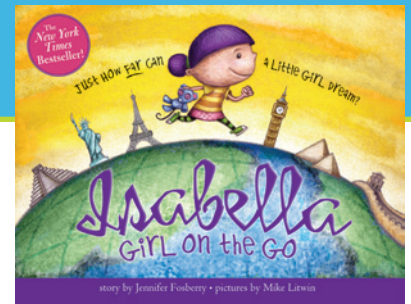
RLK.1, RL1.1, RL2.1, RL1.2, RL2.2, RLK.3, RLK.7, RL1.7, RL2.7, SLK.1, SL1.1, SL2.1, SLK.2

*Have students complete these sentences:*

- The Pyramids of Giza are actually...
- The Eiffel Tower is actually...
- The Great Wall of China is actually...
- The Pyramid of Chichen Itza is actually...
- The Pendulum on Big Ben is actually...
- Lady Liberty is actually...



Continued...



## Discussion Questions & Activities Cont....

### Can You Find...

Throughout this book, scenes of Isabella's imagination alternate with scenes of the real world. What elements of the real world become part of her imaginary one (e.g., Isabella's bucket and beach ball are shown in her sandbox and then show up when she's an archaeologist exploring the pyramids)?

RLK.1, RL1.1, RL2.1, RLK.7, RL1.7, RL2.7

### Other Places You'll Go

Working in pairs, have students identify something at school or on the playground and imagine it as a famous landmark, building, or attraction somewhere in the world. In the story, Isabella adopts a specific profession appropriate to each setting. Have students select a profession appropriate to their imaginary landmark. Have each student make a drawing of the place in the real world and then in the world of imagination. Share all the ideas and illustrations with the entire class.

SLK.1, SL1.1, SL2.1, SLK1.4, SLK.5, SL1.5, SL2.5

### What's My Line

Isabella adopts a specific profession for each place she explores. As a class, review the definitions of these professions in the back of the book, and have each student choose one and illustrate what it means to be one of these. What other famous place would one visit as each of these professions?

RLK.1, RL1.1, RL2.1, LK.4, L1.4, L2.4, LK.5, L1.5, L2.5

Archaeologist	Artist
Warrior	Astronomer
Queen	Defender

### Wordplay

As Isabella selects new locations and new professions, her father addresses her with different names (e.g., Isabella declares she is an artist, and her father calls her "*ma petite artiste*"). Discuss the meaning of these different nicknames. How do they apply to the role she has adopted? Can you use each one in a sentence?

RLK.1, RL1.1, RL2.1, RLK.4, RL1.4, RL2.4, LK.5, L1.5, L2.5, LK.6, L1.6, L2.6

### What's a Pun?

Puns are a traditional form of wordplay and rhetoric. Describe what a pun is to the class. The father responds to Isabella with many puns. As a class, list the puns found in this book. What do they mean? Break students into small groups. Have them use the library and the Internet to look for other examples of puns. Have each group choose their favorite to share with the rest of the class.

**Bonus:** Can you think of your own original pun?

RLK.1, RL1.1, RL2.1, RLK.4, RL1.4, RL2.4, LK.5, L1.5, L2.5, LK.6, L1.6, L2.6





By: Jennifer Fosberry

## Isabella: Star of the Story

### A Common Core State Standards-aligned Guide

Grades K–2

#### Pre-Reading Questions & Activities

As a class, examine the front cover and discuss it. Does the book look like it's another Isabella story? How can you tell? What do you think it's about? What do you think the symbols on the front cover are? What were the pictures on the previous two covers?

In this book, Isabella becomes characters from classic books. Ask students if they have heard of these books. Obtain copies from the library so students can see them. With the aid of the “Stories for All Time” section in the book, briefly summarize each story and its main character for the class. Ask students to share what they know about the stories. Have they heard these stories? Have they seen the movie versions?

#### Stories Mentioned in *Isabella: Star of the Story*:

*Peter Pan*  
*20,000 Leagues Under the Sea*  
*Alice's Adventures in Wonderland*

*Goldilocks and the Three Bears*  
*Black Beauty*  
*The Wonderful Wizard of Oz*

Do a picture book walk-through. Working as a class, closely examine the illustrations on each page. Identify and discuss each of the books that appear in *Isabella: Star of the Story*.

#### Discussion Questions & Activities

##### The Place, the Thing

Where does Isabella's latest adventure take place? Ask students to provide evidence to support their answers.

RLK.1, RL1.1, RL2.1, RLK.3, RL1.3, RLK.7, RL1.7, RL2.7

##### You Are What You Read

In this book, Isabella imagines herself as the main character in some classic stories. The illustrations are full of hidden clues showing readers what book is coming up next. Working as a class, match each character Isabella becomes to the book the character is from. Once you have identified the book, turn one page. As a group, ask students to look for clues that tell what story is coming next. Are all the clues in the main illustration? Or are there others elsewhere on the pages?

RLK.1, RL1.1, RL2.1, RLK.3, RL1.3, RLK.7, RL1.7, RL2.7

##### Seeing the Pictures

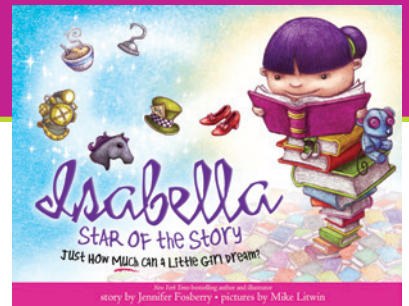
When Isabella switches between being in the library and imagining herself in the stories, some things from the real world appear in her imaginary one (e.g., the “Reading Is Magical” rainbow appears on *The Wonderful Wizard of Oz* pages as a real rainbow). As a class, identify these elements.

RLK.1, RL1.1, RL2.1, RLK.7, RL1.7, RL2.7



Continued...





## Discussion Questions & Activities Cont....

### In Your Own Library

Working individually, have students think about some of their favorite books and characters:

What book would you like to inhabit? What character would you be? Draw a picture of yourself as this character. What things in the real world would become part of your book world? Write a sentence or two explaining why you chose this book.

RLK.1, RL1.1, RL2.1, RLK.7, RL1.7, RL2.7, WK.1, W1.1, W2.1

### Put Yourself in Her Shoes

Isabella visits several classical stories. Have each student select their favorite story from among the ones she visits. Have students break into pairs to discuss their selections. Then come together as a class and share their choices.

SLK.1, SL1.1, SL2.1, SLK.2, SL1.2, SL2.2

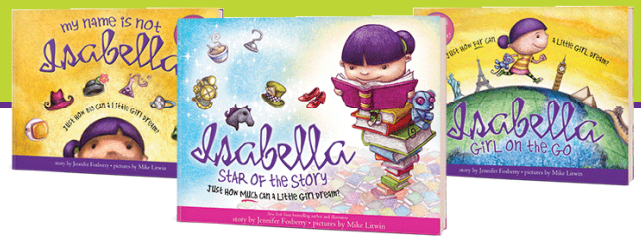


Teacher's Guide prepared by We Love Children's Books, July 2013.

## The Isabella Series

### A Common Core State Standards-aligned Guide

Grades K–2



By: Jennifer Fosberry

### Questions About the Isabella Series

#### Compare and Contrast

Isabella stars in three picture books. Briefly summarize the characters, the settings, and the main ideas of each book. As a class, make a list of how they are similar and how they are different. Remember to draw on everything the students have studied about these books.

RLK.1, RL1.1, RLK.2, RL1.2, RLK.3, RL1.3, RLK.9, RL1.9, SLK.1, SL1.1, SL2.1, SLK2.1, SL1.2, SL2.2

#### Looking at the Pictures

Through all three of the books, Isabella has a constant companion—a stuffed toy mouse. He is one of the main characters without ever saying a word. He appears in every scene, although sometimes he is hard to recognize. Looking through all three books, find him in each picture. Have students discuss their favorite appearance and explain why.

RLK.1, RL1.1, RL2.1, RLK.7, RL1.7, RL2.7, RLK.3, RL1.3, RLK.9, RL1.9

#### Story Structure

Each of these books shares a very similar structure. Split the class into small groups. Assign each group one book from the series. Have the group identify the beginning, middle, and end of the story and share their analysis with the class. Discuss if the class agrees or disagrees.

RL2.5, SLK.1, SL1.1, SL2.1

#### My Favorite

As a class, review all three books. Have each student pick one favorite from the series. Identify it by name, and through dictation and in writing, state what they liked about it and why.

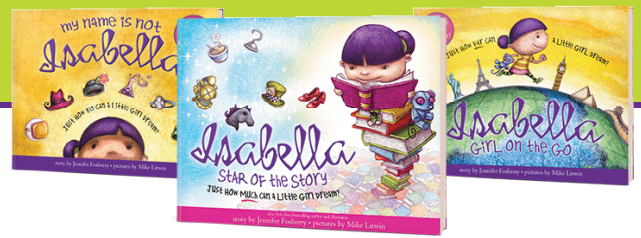
WK.1, W1.1, W2.1, WK.7, W1.7, WK.8, W1.8, W2.8

#### And the Next Isabella Adventure Is...

To date, Isabella has been featured in three books. In the first, she imagined she was famous figures in women's history. In the second, she visited historical wonders around the world in the guise of different professions. In the last, she pretended to be different storybook characters. Working as a class, come up with some ideas for Isabella's next adventure.

SLK.1, SL1.1, SL2.1





## Additional Internet Resources

Each of the Isabella books is chock-full of companion information to the story itself. Fosberry provides excellent summaries of the critical elements of each story that might be unfamiliar. *My Name Is Not Isabella* has a feature on “Women Who Changed the World.” *Isabella: Girl on the Go* provides thumbnail sketches of “Places That Changed the World and Structures That Amaze and Inspire.” And, in *Isabella: Star of the Story*, the “Stories for All Time” section provides descriptions of the classic books that are used in the story. Each Isabella book also contains a list of book and website resources the author recommends for further reading.

### In Addition, Check Out the Following:

[www.sourcebooks.com/spotlight/isabella.html](http://www.sourcebooks.com/spotlight/isabella.html) - Official Isabella Web Page—Look for some awesome downloadable activity kits for each title, as well as information about the Isabella books and about the author and illustrator.

[www.jfosberry.com](http://www.jfosberry.com) - Author Jennifer Fosberry's official website

[www.mikelitwin.com](http://www.mikelitwin.com) - Illustrator Mike Litwin's official website

[www.aaronshp.com/rt/Tips.html](http://www.aaronshp.com/rt/Tips.html) - Readers Theater Tips by Aaron Shepard—This website has all sorts of tips and tricks for creating and performing Readers Theater.

