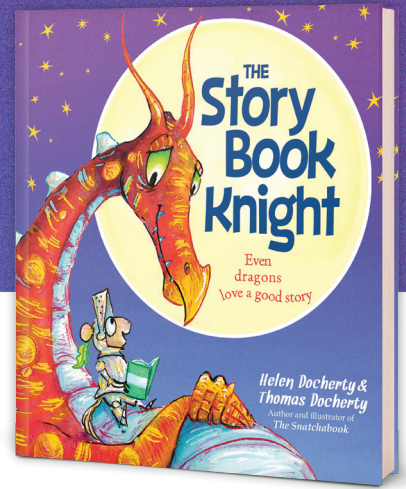


# An Educator's Guide for *THE STORYBOOK KNIGHT*

Written and Illustrated by  
Helen Docherty & Thomas Docherty



## A Common Core State Standards–Aligned Educator's Guide for Grades Kindergarten, 1, and 2

Note: The activities in this guide align with Common Core State Standards for English Language Arts for Grades Kindergarten, 1, and 2, but standards for other grades may also apply.

Prepared by We Love Children's Books

### About the Book

*Leo was a gentle knight  
in thought and word and deed.  
While other knights liked fighting,  
Leo liked to sit and read.*

When Leo's mom and dad pack him off to fight a dragon, he takes a shield, a sword, and a pile of his favorite books! This appealing picture book shows how great stories have the power to change even the most fearsome of monsters, while reminding readers that you can be hero of the kingdom and still be true to yourself. Thomas Docherty's appealing illustrations and Helen Docherty's effortless, rhyming text present a knight's tale for the picture book set—and proves that sometimes the book is mightier than the sword!

### About the Author and Illustrator

**HELEN DOCHERTY** has spent most of her career as a language teacher and most recently as a Spanish lecturer at the University of the West of England.

**THOMAS DOCHERTY** studied metalwork and sculpture at college in England before becoming an illustrator of children's books.

Helen and Thomas collaborated on the #1 Indie Next Pick, *The Snatchabook*. They live in Wales with their two daughters. Visit them at [www.helendocherty.com](http://www.helendocherty.com) and [www.thomasdocherty.co.uk](http://www.thomasdocherty.co.uk).

### Praise for the Book

**"In an homage to reading that also recalls *The Story of Ferdinand*, the power of words is extolled in rhyme... A sweet tale about the power of story, just right for nascent fans of *Redwall*."**

—Kirkus Reviews



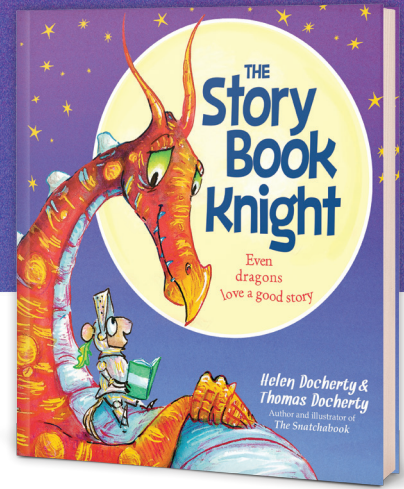
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## Pre-Reading Questions and Activities

As a class, look at the front cover of *The Storybook Knight*. Have students describe what the characters on the front cover are doing and how they feel, based on the illustration. What do students predict is going to happen in this book? What kind of story do they think it will be?

Do students know any other stories about knights and dragons? How does a knight typically act? How do dragons typically act? Do students think this story will be like those others or different?

Before starting to read this book to the class, do a Picture Walk. Have students examine the illustrations on each page. Discuss what is happening. Have volunteers identify illustration details and what they think those details tell about the story's characters, setting, and events.

## Vocabulary

As you read the book, instruct students to raise their hands if there are any words or phrases that are new to them or that they do not understand. See if they can use context and the accompanying illustrations in the story to define the unknown words. Discuss other words the author could have used instead, and reread the sentences using the synonyms suggested by students. Reinforce comprehension by having students make real-life connections to these words.

RL K.4

L K.4, K.5, 1.4, 1.5, 2.4, 2.5

## Post-Reading Discussion Questions and Activities

### A Character Map of Leo, *Storybook Knight*

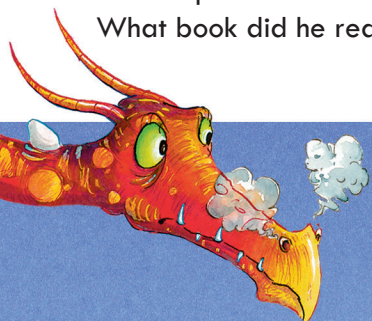
As a class, make a list of Leo's character traits. Using specific examples from the book, have students describe what he looks like, what he does, what he says, and how he interacts with others. What do we learn about him during the course of the story? How do the author and illustrator convey this information? What character traits are best shown in pictures? Which are best told in words? Ask students: How are they like Leo? How are they different?

RL K.1, K.3, K.7, 1.1, 1.3, 1.7, 2.1, 2.3, 2.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

### Griffins and Trolls and Dragons—Oh My!

As a class, make a list of the monsters Leo tames in the story. Study the text and illustrations for clues to help create a description of each creature. How did Leo's approach change from monster to monster? How was it the same? What book did he read to each one? Why do students think Leo was successful?



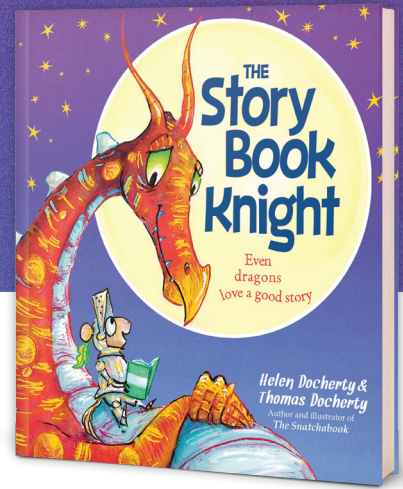
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RL K.1, K.3, K.7, 1.1, 1.3, 1.7, 2.1, 2.3, 2.7  
SL K.1, 1.1, 2.1

## Words and Pictures: Telling the Story from Top to Bottom

The illustrations in *The Storybook Knight* are full of details that tell the reader a little more about what is happening in the story and what Leo's world is like. For example, when Leo first confronts the dragon, readers can see the armor from a previous knight in the pile of debris. Break students into pairs or small groups and assign each a spread in the book to examine. Have them answer the following questions: Where is the action taking place? Who are the characters involved? What part of the story does this spread tell? What does the illustrator do to show what is happening in the story? Come together as a class and have each group share their findings with the class. Encourage the rest of the class to ask questions in order to clarify, explain, and gather additional information.

RL K.1, K.3, K.6, K.7, 1.1, 1.3, 1.6, 1.7, 2.1, 2.3, 2.7  
SL K.1, K.2, K.3, K.4, K.6, 1.1, 1.2, 2.3, 1.4, 1.6, 2.1, 2.3, 2.6

## A Series of Fortunate Events

Working as a class, create an outline of the story, listing the major events. Break students into groups, assigning each one an event to illustrate. With help if necessary, have the group create a caption for their illustration to summarize the action. Come together as a class and arrange the illustrations in the proper order. Do events have to happen in this sequence? Which events could be rearranged and have the story still make sense?

RL K.1, K.2, K.3, K.7, 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.5, 2.7  
SL K.5, 1.5, 2.5

## The Knight Who Wouldn't Fight

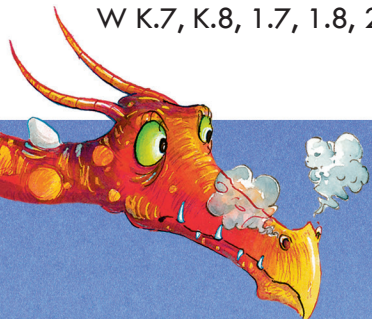
Discuss with students the fact that *The Storybook Knight* was first published in the United Kingdom under the title *The Knight Who Wouldn't Fight*. Do students think the original title works? Why or why not? Which title do they like better? Why do students think the title was changed? Discuss how the title of a book can shape a reader's impression. Can students think of any other titles that would be appropriate?

RL K.1, 1.1, 2.1  
SL K.1, 1.1, 2.1

## Knights Research Project

Break students into small groups to conduct a brief research project on knights. With adult guidance and support, have them use library and Internet resources to learn what knights were really like in medieval times. Come together as a class to discuss their findings. Compile a list of facts about knights. How does Leo compare? Does he live up to the ideals of knighthood, even if his methods are not traditional ones?

RL K.1, 1.1, 1.3, 2.1, 2.3  
W K.7, K.8, 1.7, 1.8, 2.7, 2.8



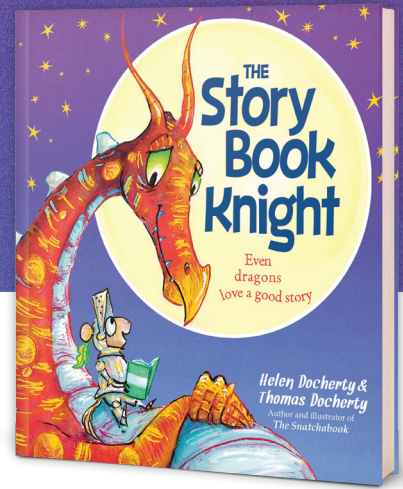
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SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

## Readers Theater

*The Storybook Knight* is full of good scenes of dialog between characters, making it a perfect text for the class to perform. Assign some students to make masks depicting the different characters, while others can draw pictures on oversize paper to depict the various settings of the story. Select students to play each role. While the text is read aloud, have students act out the scenes from the story. Have them repeat the dialogue or read it aloud themselves, using a voice that fits the character. How did acting out the scenes change the way the students thought about the story and its characters?

RL 1.6, 2.6

RF K.4, 1.4, 2.4

SL K.1, K.5, K.6, 1.1, 1.5, 1.6, 2.1, 2.5, 2.6

## *The Snatchabook* vs *The Storybook Knight*: Comparing Stories

Helen and Thomas Docherty have also collaborated on other picture books, including *The Snatchabook*. Share both books with the class, then discuss the following questions:

- How are these stories alike? How are they different?
- How do the illustrations and storytelling styles compare?
- Where does each book take place?
- What are the main characters like?
- What sorts of problems do they encounter?
- How do they deal with these problems?
- What are the main messages or themes of each story?
- Do students think the characters in these books would get along together?

Following the discussion, have students dictate or write a brief opinion piece explaining which book they like better and why.

RL K.1, K.2, K.3, K.7, K.9, 1.1, 1.2, 1.3, 1.7, 1.9, 2.1, 2.2, 2.3, 2.7

W K.1, K.7, 1.1, 1.7, 2.1, 2.7

SL K.1, K.2, 1.1, 1.2, 2.1, 2.2

## The Dragon's Tale

This is the story of Leo and his adventures with a dragon. But that is not the only way to tell the story. How would things look from the dragon's point of view? Discuss as a class how and why the dragon might have come to wreck the village and how he might have felt about his encounter with Leo. Was he scared? Angry? Relieved? How did he change as a result? Either as a class or working independently, have students use clues from the book as well as their own imaginations to tell the story from the dragon's point of view and what happened when he met Leo.

RL K.1, K.2, K.3, K.7, 1.1, 1.2, 1.3, 1.6, 1.7, 2.1, 2.2, 2.3, 2.6, 2.7

W K.3, 1.3, 2.3



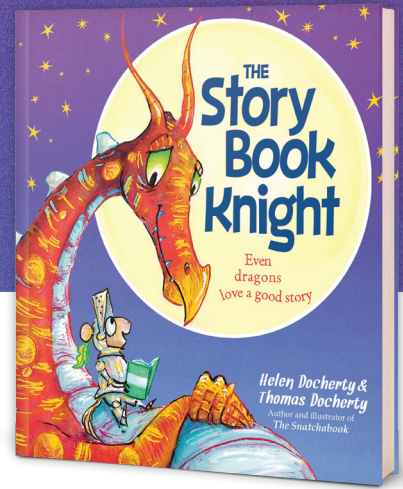
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SL K.1, 1.1, 2.1

## The Storybook Knight...Extended Edition

Tell students there were more adventures that the book didn't have room to show—and they are going to write about them! Have each student select a favorite creature from a book and illustrate its encounter with Leo. What book would Leo read to tame the creature and avoid a fight? How would the creature react? Have students dictate or write a short narrative to accompany their illustrations. When these new adventures are finished, come together as a class and review. In what order should they happen, and where in the book would they best fit? Do a class read-aloud of *The Storybook Knight*, incorporating the students' new adventures into the narrative. Help students scan their works into the computer and digitally publish the final versions.

W K.3, K.6, K.7, 1.3, 1.6, 1.7, 2.3, 2.6, 2.7

SL K.1, 1.1, 2.1

Visit the *Common Core State Standards* website to read about the individual standards listed in this guide: <http://www.corestandards.org/ELA-Literacy/>

## For Reference:

### Common Core State Standards Used

#### Reading Standards for Literature KINDERGARTEN (RL)

##### *Key Ideas and Details*

**K.1.** With prompting and support, ask and answer questions about key details in a text.

**K.2.** With prompting and support, retell familiar stories, including key details.

**K.3.** With prompting and support, identify characters, settings, and major events in a story.

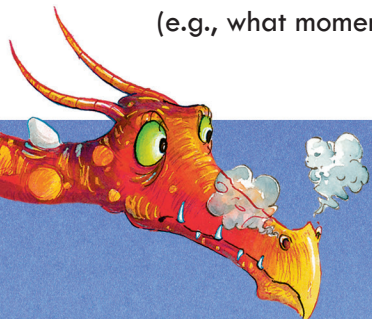
##### *Craft and Structure*

**K.4.** Ask and answer questions about unknown words in a text.

**K.6.** With prompting and support, name the author and illustrator of a story, and define the role of each in telling the story.

##### *Integration of Knowledge and Ideas*

**K.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).



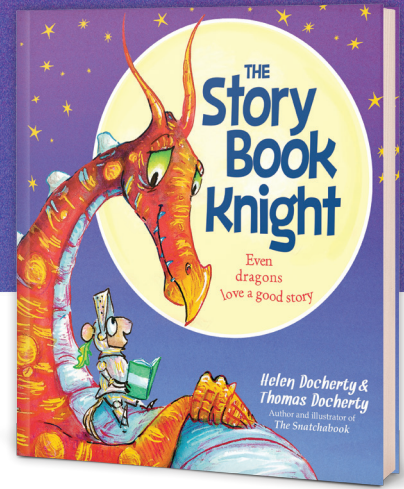
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**K.9.** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

## **Reading Standards: Foundational Skills KINDERGARTEN (RF)**

### **Fluency**

**K.4.** Read emergent-reader texts with purpose and understanding.

## **Writing Standards KINDERGARTEN (W)**

### **Text Types and Purposes**

**K.1.** 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 (e.g., My favorite book is...).

**K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### **Production and Distribution of Writing**

**K.5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**K.6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

**K.7.** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening Standards KINDERGARTEN (SL)**

### **Comprehension and Collaboration**

**K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

**a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

**b.** Continue a conversation through multiple exchanges.



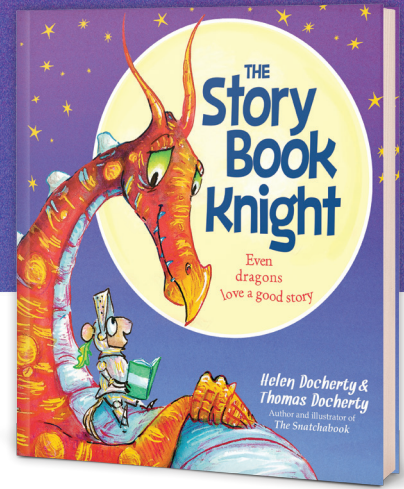
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**K.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## **Presentation of Knowledge and Ideas**

**K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

## **Language Standards KINDERGARTEN (L)**

### **Vocabulary Acquisition and Use**

**K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a.** Identify new meanings for familiar words and apply them accurately (e.g., knowing a duck is a bird and learning the verb to *duck*).
- b.** Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

**K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b.** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c.** Identify real-life connections between words and their uses (e.g., note places at school that are colorful).
- d.** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

## **Reading Standards for Literature Grade 1 (RL)**

### **Key Ideas and Details**

**1.1.** Ask and answer questions about key details in a text.

**1.2.** Retell stories, including key details, and demonstrate understanding of their central messages or lessons.



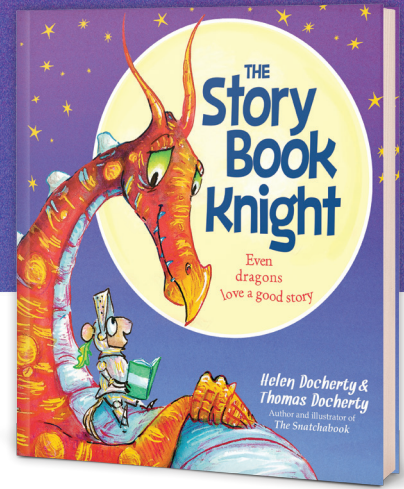
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1.3. Describe characters, settings, and major events in a story, using key details.

## **Craft and Structure**

1.6. Identify who is telling the story at various points in a text.

## **Integration of Knowledge and Ideas**

1.7. Use illustrations and details in a story to describe its characters, setting, or events.

1.9. Compare and contrast the adventures and experiences of characters in stories.

## **Reading Standards: Foundational Skills Grade 1 (RF)**

### **Fluency**

- 1.4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing Standards Grade 1 (W)**

### **Text Types and Purposes**

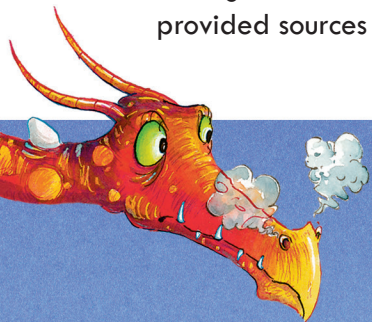
- 1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- 1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

- 1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

- 1.7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
- 1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



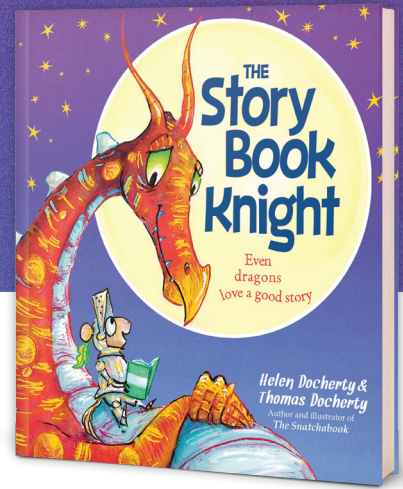
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## Speaking and Listening Standards Grade 1 (SL)

### Comprehension and Collaboration

- 1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.
- 1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Presentation of Knowledge and Ideas

- 1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.6. Produce complete sentences when appropriate to task and situation.

## Language Standards Grade 1 (L)

### Vocabulary Acquisition and Use

- 1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Use frequently occurring affixes as a clue to the meaning of a word.
  - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- 1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  - c. Identify real-life connections between words and their uses (e.g., note places at home that are cozy).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.



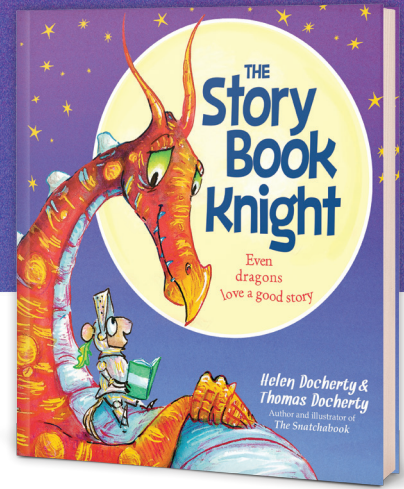
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- 1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## Reading Standards for Literature Grade 2 (RL)

### Key Ideas and Details

- 2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central messages, lessons, or morals.
- 2.3. Describe how characters in a story respond to major events and challenges.

### Craft and Structure

- 2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Integration of Knowledge and Ideas

- 2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings, or plot.

## Reading Standards: Foundational Skills Grade 2 (RF)

### Fluency

- 2.4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing Standards Grade 2 (W)

### Text Types and Purposes

- 2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.



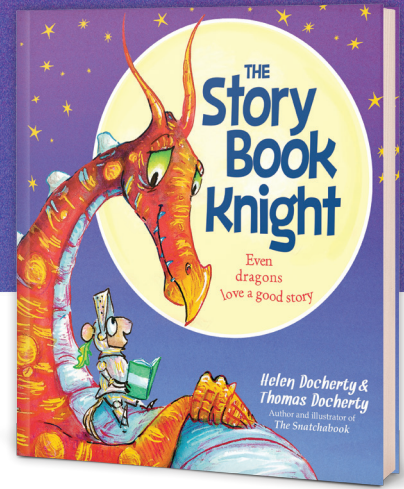
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- 2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

## **Production and Distribution of Writing**

- 2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

## **Research to Build and Present Knowledge**

- 2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- 2.8.** Recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening Standards Grade 2 (SL)**

### **Comprehension and Collaboration**

- 2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
- a.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b.** Build on others' talk in conversations by linking their comments to the remarks of others.
  - c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

- 2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.



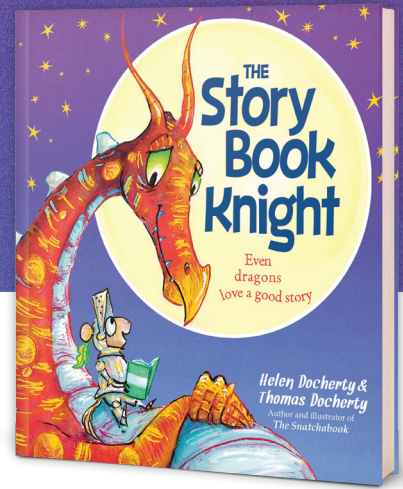
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# An Educator's Guide for *THE STORYBOOK KNIGHT*

Written and Illustrated by  
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**2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Language Standards Grade 2 (L)

### Vocabulary Acquisition and Use

- 2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- a.** Use sentence-level context as a clue to the meaning of a word or phrase.
  - b.** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
  - c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
  - d.** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
  - e.** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.5.** Demonstrate understanding of word relationships and nuances in word meanings.
- a.** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - b.** Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).



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