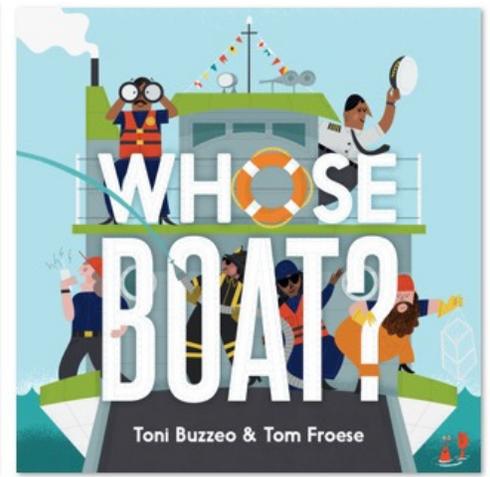
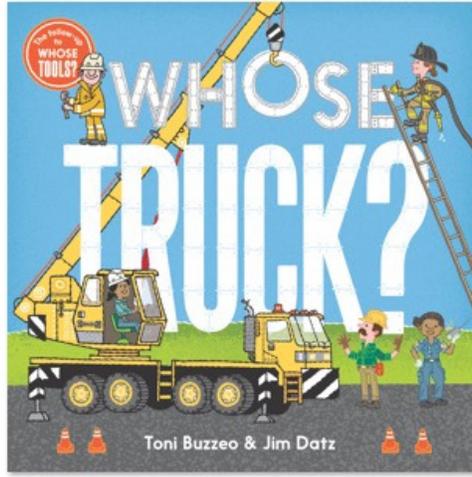
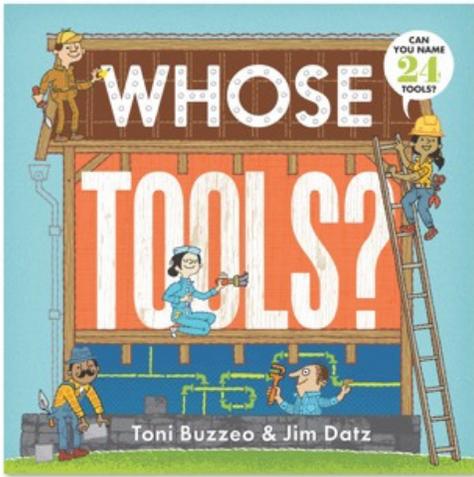


ABRAMS APPLESEED *TEACHING GUIDE*



INTRODUCTION

Kids are endlessly interested in what adults DO in the world. As a result, the professions of the people in a community and the resources they need to practice their professions are especially interesting to preschool and primary grade children. That's why so many units of study involve community helpers!

In addition to using these books as part of your community helper unit, you'll find *Whose Tools?*, *Whose Truck?*, and *Whose Boat?* useful as springboards to critical thinking, social studies, mathematics, science, and engineering explorations. Of course, you'll also find many language arts activities to explore in this guide as well.

ABOUT THE BOOKS

Whose Tools? is a nonfiction ode to building a house from the ground up, featuring six kinds of craftsmen and the twenty-four tools they use, accurately labeled. The answer to each inquiring refrain is revealed under a gatefold, seven in all, engaging the reader in an informative guessing game.

Whose Truck? is a nonfiction follow-up to *Whose Tools?*, featuring six kinds of trucks—a utility truck, a fire truck, a snowplow, an ambulance, a crane, and a broadcasting truck—with five different parts of each truck properly labeled. The answer to each inquiring refrain of “Whose truck is this?” is revealed under a gatefold, engaging the reader in an informative guessing game about trucks and their operators.

Whose Boat?, the third in the *Whose?* series, features six kinds of workers and their boats—a patrol boat, a tugboat, a car ferry, a lobster boat, a lifeboat, and a fireboat—with important parts properly labeled. The answer to each inquiring refrain lies under a gatefold, engaging the reader in an informative guessing game.

All three books feature lyrical (and factual!) text by *New York Times* bestselling author Toni Buzzeo. The expertly stylized illustrations are rendered by Jim Datz and Tom Froese. These sturdily constructed board books are perfect for curious and playful young readers.

ABOUT THE AUTHOR AND ILLUSTRATORS

Toni Buzzeo is the author of the 2013 Caldecott Honor Book and *New York Times* bestseller *One Cool Friend*, as well as many other books for children. She lives in both Arlington, Massachusetts, and Sarasota, Florida.

Jim Datz is an illustrator and designer known for his screen prints, decorated apparel, and illustrated home goods. He lives in Brooklyn.

Tom Froese is a commercial artist. His work can be seen in retail stores and publications including *Monocle*, *Harvard Business Review*, and *Wired UK*. He lives in Canada.

ACTIVITIES FOR *WHOSE TOOLS?*

Discussion Questions

After reading *Whose Tools?* aloud to children, ask a series of critical thinking discussion questions to ensure comprehension:

- Who would use a nail gun and what would he or she do with it?
- Who would use a saw and what would he or she do with it?
- Who would use an adjustable wrench and what would he or she do with it?
- Who would use a chalk line and what would he or she do with it?
- Who would use a drill and what would he or she do with it?
- Who would use a roller and what would he or she do with it?
- Why should you start down low when you build a house?
- Why should you build the walls, windows and floors before the roof?
- Why should you add the roof before you string the lights?
- Why should you install the plumbing before you paint?



Illustration © Jim Datz

Sort Those Tools!

Mathematics Concepts: Sorting, Categorizing, Counting

Science Concepts: Traits of Materials

Language Arts: Speaking Activity

- Materials needed:
- *Whose Tools?* book
 - Assortment of the twenty-four tools featured in *Whose Tools?*
 - Stand-up signs or bins labeled: Heaviest, Lightest, Longest, Shortest, Wood, Plastic, Metal, Sharp, Dull

Bring a collection of tools from the book *Whose Tools?* and introduce children to each tool you've brought to share. Identify each tool and then find it in *Whose Tools?* Ask: Whose tool is this? How does he or she use it in the fold-out page in the book? Have you ever seen a tool like this before?

Then, invite children to sort the tools into the established categories (see materials list). Discuss their choices of categories and refine based on this discussion. Identify the number of tools in each category.

Community Helpers' Tools

Mathematics Concepts: Sorting, Categorizing, Counting

Science Concepts: Traits of Materials

Language Arts: Speaking Activity

- Materials needed:
- *Whose Tools?* book
 - Pictures of a variety of community helpers on white board or chart and paper pictures of several tools each might use (laminated if possible)
 - Repositionable glue stick

After reading *Whose Tools?*, open a conversation with students about community helper professions and the tools members of those professions use. Then, one child at a time, invite them to select one tool picture from a basket and attach it to the white board chart beneath the picture of the community helper who would use it.

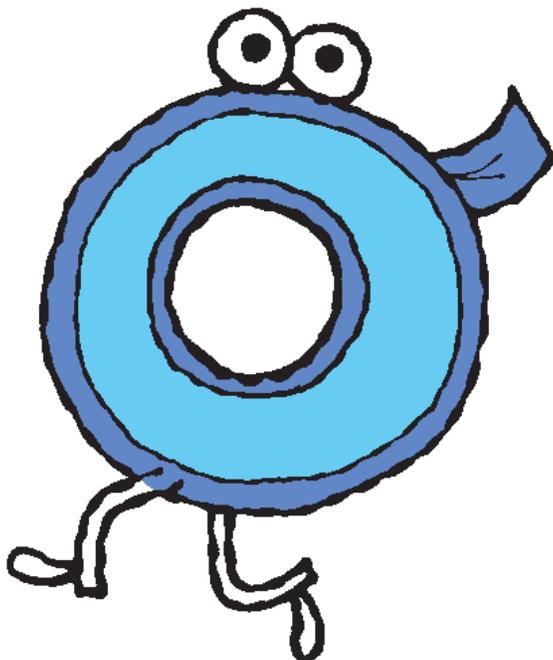


Illustration © Jim Datz

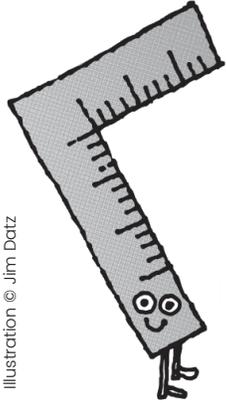


Illustration © Jim Datz

ACTIVITIES FOR *WHOSE TOOLS?*

Which Tool Is That?

Language Arts: Speaking Activity

Read and discuss *Whose Tools?* with children before initiating this guessing game. Ask children, one at a time, to choose one tool from a set of tools (those pictured on a single page). Then ask the child to make up a clue to the identity of that tool. (Examples for hammer: It has a wooden handle. It has a metal top. It is used to pound.) Help children to come up with as many clues as needed until the group guesses the tool, then move onto the next child.

ACTIVITIES FOR *WHOSE TRUCK?*

Discussion Questions

After reading *Whose Truck?* aloud to children, ask a series of critical thinking discussion questions to ensure comprehension (note: there may be more than one answer):

- Which workers use water in their jobs?
- Which workers must wear wooly hats and gloves?
- Which workers should wear hard hats?
- Which workers might need to use a hatchet?
- Which workers might need to help people who are sick or hurt?
- Which workers might need to shut off electricity?
- Which workers travel around town looking for news?
- Which workers make the roads more safe?
- Which workers might have to drive quickly to their destinations?

This Truck, That Truck

Language Arts: Speaking Activity

Materials needed: • *Whose Truck?* book
• This Truck, That Truck Activity Sheet

After reading and discussing *Whose Truck?*, invite children to join you in a comparison activity. Select two trucks from the book and, using the Venn diagram on the This Truck, That Truck Activity Sheet, name things that are the same about the two trucks and the things that are different.

Which Truck Would You Choose?

Language Arts: Speaking Activity

Language Arts: Writing Activity

Mathematics Concept: Visual Representation of Numbers Activity

Materials needed: • *Whose Truck?* book
• White board or chart paper on which to record responses
• Which Truck Would You Choose? Activity Sheet



Illustration © Jim Datz

Speaking Activity: After reading *Whose Truck?*, invite children to think about which of the six trucks featured in the book they would most like to drive or ride in. Give each child an opportunity to name his or her choice orally. Create a six-column bar graph by recording each choice on a white board or chart with the names of each child on the y-axis and the name of each truck on the x-axis.

Writing Activity: After completing the activity above, invite children—using drawing, dictation, and writing—to depict their chosen truck and explain why they chose as they did. Use the Which Truck Would You Choose? Activity Sheet.

ACTIVITIES FOR *WHOSE TRUCK?*

Mapping the Neighborhood

Social Studies Concept: Mapping Activity
Language Arts: Writing Activity

- Materials needed:
- *Whose Truck?* book
 - Map of the local community where the school is located (preprinted or hand-drawn)
 - Mapping the Neighborhood Activity Sheet
 - Repositionable glue stick



Illustration © Jim Datz

After reading *Whose Truck?*, discuss the location of each of the “homes” or locations of the six trucks in your community: power company (utility truck), fire station (fire truck), public works (snowplow), hospital (ambulance), construction company (crane), news station (broadcasting truck). Then, ask children to take turns placing the pictures of the trucks from the [Mapping the Neighborhood Activity Sheet](#) on the community map using repositionable glue.

ACTIVITIES FOR *WHOSE BOAT?*

Discussion Questions

After reading *Whose Boat?* aloud to children, ask a series of critical thinking discussion questions to ensure comprehension (note: there may be more than one answer to a question):

- What is the harbormaster’s job?
- Where do boat commanders spend their days?
- Who guides big ships through the crowded harbor?
- What does *tow* mean?
- What is the job of the car ferry captain?
- What is a shore?
- What is a lobster?
- What is a trap?
- How do you think the lobsterperson traps the lobsters?
- What is an emergency?
- What is the coxswain’s job?
- How are a fireboat and a fire truck similar? How are they different?
- What does the firefighter’s boat do?

What's That Word?

Language Arts: Reading Activity

- Materials needed:
- *Whose Boat?* book
 - *Whose Boat?* Vocabulary Activity Sheets



Illustration © Tom Froese

Engage young learners in an exploration of the many vessel-specific words used in *Whose Boat?* Print the four Vocabulary Activity Sheets and cut apart the word cards. Use them in one of two ways:

1. Pass out cards to each student (mount on craft sticks, if desired). Ask students to raise their cards when they hear or see the word on the card as you read *Whose Boat?*
2. As a pre-reading activity, invite students to brainstorm the meanings of the words on the cards. Then, using a primary-age print or online dictionary, determine a meaning for the word.

ACTIVITIES FOR *WHOSE BOAT?*

Who Needs a Boat?

Engineering Concepts: Design
Language Arts: Speaking Activity

Materials needed:

- *Whose Boat?* book
- A variety of child-friendly drawing materials
- A variety of child-friendly building/construction materials
- Toontastic (toontastic.withgoogle.com) or another open-ended design app

After reading and discussing *Whose Boat?*, think of a problem that could be solved by a boat. Draw, build, construct, or use an open-ended app (such as Toontastic) to create your boat.

Here are some questions to guide your thoughts and discussions:

- How will your boat help people?
- What is your boat's purpose?
- What is the name of the community helper that uses your boat?
- Tell us about the parts of your boat.
- Tell us about the special features your boat has that other boats do not.



Illustration © Tom Froese



Illustration © Tom Froese

Will It Sink? Or Will It Float?

Science Concepts: Sink and Float
Language Arts: Speaking Activity

Materials needed:

- Boats constructed for *Who Needs a Boat?* activity
- Large water-holding container
- A variety of objects to test buoyancy
- Chart paper

Explore the concepts of sinking and floating by having students launch the boats they made in the *Who Needs a Boat?* activity in a large water-holding container. Ask students to predict whether their boats will sink or float. Then record results and talk about why or why not.

Explore the buoyancy of other objects around the classroom to see if they sink or float including pennies, paper clips, Legos, plastic straws, crayons, and other student-selected objects. Discuss and chart which of these objects sink or float, and why.

ACTIVITIES FOR WHOSE BOAT?

How Big Is Your Boat?

Mathematics Concepts: Measurement

Language Arts: Speaking Activity

- Materials needed:
- Boats constructed for Who Needs a Boat? activity
 - Chart paper



Illustration © Tom Froese

Using the data from the sink-and-float experiment involving student-made boats, create a graph.

Measure the boats that students created above in nonstandard units. For example, use paper clips, cubes, Legos, or pennies as the unit of measure. Instruct students to measure how tall and/or how wide the boats are. Then create a graph to display the results using chart paper and markers. Ask the following questions:

- Which boat is the tallest? Did it float?
- Which boat is the shortest? Did it float?
- Which boat is the widest? Did it float?

Discuss all the results and talk about buoyancy, specifically as it relates to the length and width of the boats.

ACTIVITIES FOR WHOSE TOOLS?, WHOSE TRUCK?, AND WHOSE BOAT?

Parts to a Whole

Science Concepts: Parts of a Whole

Language Arts: Speaking Activity

- Materials needed:
- *Whose Tools?* book, *Whose Truck?* book, OR *Whose Boat?* book
 - *Whose Tools?* Parts to Whole Activity Sheets, OR
 - *Whose Truck?* Parts to Whole Activity Sheets, OR
 - *Whose Boat?* Parts to Whole Activity Sheets

Read the book of your choice aloud and discuss the various tools, trucks, or boats featured in the book. Then, project or hold up one picture at a time of a part of the tool, truck, or boat from either the *Whose Tools?* Parts to Whole Activity Sheets, the *Whose Truck?* Parts to Whole Activity Sheets, or the *Whose Boat?* Parts to Whole Activity Sheets. Invite children to guess which tool, truck, or boat the part belongs to. Depending on student developmental level, ask them to explain their reasoning for this choice.

This teaching guide was prepared by the author Toni Buzzeo with extensive help from the faculty of Thelma B. Johnson Early Learning Center in Henderson, Kentucky: Aleisha Sheridan (Principal), Rhea Isenberg (Library Media Specialist), Amber Stone, Chelsea Stafford, Hannah Minton, Heather Dooley, Jaimee DeVous, Jayme Vowels, Jessica Fentress, Karen Brunner, Kim Knight, Linda Dicken, Lora Belcher, Macey Shoulders, Nancy Poellot, Randa Gary, and Tracey Ezell.