



ENGLISH LANGUAGE ARTS

Building Background

Sasquatch Stereotypes

Woven within this text is the idea that sometimes what we hear about someone or something is not always accurate. Begin by asking students if they have ever heard of a Sasquatch or Bigfoot and ask them to brainstorm words that come to mind. Then, ask them to draw a picture of what they imagine a Sasquatch might look like. After reading, ask students to look back at their drawings and the words they came up with before reading. How were their impressions similar to Boone's? How were they different? How did Boone's opinion change after meeting Hugo? Open a class discussion with students about experiences they might have had when they heard something about someone ahead of time and then met them in person. Did their opinions change after they met them?

Vocabulary

Early Chapter Book Vocabulary

As students move into chapter books, they will begin to notice that on each page they will encounter several words they do not use in everyday speech with their friends and family. This is the perfect opportunity for readers to add to their vocabulary.

Have students keep a sticky note or vocabulary journal next to them. As they come across a word that they do not use as part of their daily conversations, ask them to jot it down. Then, reinforce vocabulary by having students define the words with a partner and use them in a variety of situations. One way to do this is by posing scenarios and asking students to explain how a target word might be used. For example, the word *harrumphing* is used in *Big Foot and Little Foot* and *Big Foot: The Monster Detector*. Ask students if they are more likely to hear *harrumphing* when the teacher announces a test or when the teacher announces it is recess. Then, have them turn to a partner and explain their answer. Creating conditions for students to practice is a great way to ensure that new words become part of their vocabulary.

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Writing

Friendly Letter Critique

Begin by introducing the friendly letter format. Provide opportunities for students to see examples of letters using this format and create a class letter together. Then, ask students to look at all of the examples and work as a class to create a checklist for the friendly letter. They should be sure to include date, greeting, body, salutation, etc. Once the class checklist is complete, ask students to look carefully at the letter Boone wrote to Hugo (chapter eleven) and apply their checklist. What is Boone missing? What could he do to improve? Challenge students to write a friendly letter to Boone describing what he would need to do to fit the friendly letter format. Remind students that THEY should be sure to use the checklist to make sure their letter has all of the parts of a friendly letter too.

Travel Dreams

Hugo dreams of the places his grandfather told him about, such as Bora Bora and Atlantic City. He imagines what it would be like if he could travel to these locations. Ask students to consider where they might like to visit someday. Is there any place they have heard about that intrigues them? If students need assistance, then providing books with pictures or showing a globe or online map can help give them ideas. Ask students to choose one place to learn more about. Then, ask them to pretend they are visiting that location and write a narrative about what they see and experience. They should include what the weather is like and at least three important places they see or visit. Teacher preparation may include modeling how to write a personal narrative, helping students identify places to visit, and some basic note-taking. If students struggle with the narrative task, this assignment can be modified to be a written or an oral informational report.

What Does It Mean to Be Brave?

Hugo and his friends perform acts of bravery as part of the Frog Moon Ceremony. There are a number of different ideas of what it means to be brave. Begin by brainstorming as a class words associated with bravery and create a working definition of bravery. Look at the examples of bravery found in *Big Foot and Little Foot*. Do students think the acts of bravery meet their definition? Then, look for examples of people in the news, books, or history that showed bravery. Ask students to choose a person or an animal they think showed bravery and explain why. Students should make a claim and support it with clear evidence and reasoning. This can be a writing assignment or an oral argument.

Narrative Writing: Adventure Stories

When Boone and Hugo are sailing along the river, Boone uses his narrator's voice to tell their story. The way Boone tells about what is happening makes it seem very exciting. Using Boone's narration as an example (*Big Foot and Little Foot*, chapter nineteen), ask students to create a short narrative piece that describes a small moment in time. To help students brainstorm, consider taking a walk around the school or applying this lesson after a field trip or shared experience. Then, model how Boone would likely write the story. After modeling, ask students to think of a trip they have taken (or even a walk), and write it like an adventure story. Have students illustrate the short stories and share them with the class.

Adding More

When Hugo opens his package, there is a note from Mad Marvin talking about the Monster Detector. This is the only information Hugo is given. Ask students to look carefully at the letter (*Big Foot and Little Foot: The Monster Detector*, chapter two). What else would they want to know? In pairs, students should add more information to Mad Marvin's letter, answering the questions the class would want to know. Did the revised letters answer the questions? How could this additional information help Hugo?

SOCIAL STUDIES

Cardinal Directions Summary

In *Big Foot and Little Foot* there are many maps, including a map of Widdershins Cavern and the Central Cavern District. Using these maps as an anchor, explore cardinal directions with students or assess their understanding of cardinal directions. After introducing the idea of cardinal directions and giving students guided practice, ask students to work with a partner to identify three places important to the story. Then, starting from Hugo's apartment, ask students to create written directions to each of the important places in the story. After each set of written directions, students should be able to tell what happened at the location (either orally or in writing), and then give directions to the next place on the list and summarize what happened at this location. Educator preparation may include teaching cardinal directions, assisting students as they identify important places in the story, and modeling how to write directions. Students can assess their success by having other students try to follow their directions.

Becoming Cryptozoologists

Boone's dream is to become a cryptozoologist. He wants to study animals from folklore. There are many legendary animals found in books, movies, and oral traditions. Bigfoot is one of them, but other creatures from folklore are mentioned too. For example, the Ogoopogo is found in the traditional tales of the First Nation people of Canada. Encourage students to explore creatures found in folklore with this informational writing experience. Ask students to choose a creature found in the traditional tales of any culture and create a "monster card" modeled after the ones Hugo collects. Brainstorm as a group the information that should be included. Students may want to study examples of other kinds of trading cards to help them decide what to include. Vote as a class on the information to include and then use this as a planning sheet as they learn about their legendary creature. A card template is simple to create using word processing or publishing software. Students may want to draw their creature on the front of the card or use digital resources. As a culminating activity, encourage students to pretend they are cryptozoologists presenting their latest discovery. They can orally present the facts on their cards. As an extension, consider reading a variety of traditional tales from cultures around the world.

Comparing and Contrasting Cultural Celebrations

The Frog Moon Ceremony is an important event in Hugo's community. Celebrations around the world and across cultures have similarities and differences. Begin by having students consider the different aspects of the Frog Moon Ceremony and ask them to brainstorm the ways it is celebrated: foods, acts of bravery, gathering together, etc. Challenge students to think about one of their family or community traditions. In what ways is it the same or different compared to the Frog Moon Ceremony? As an extension, ask groups of students to research a celebration from another culture and share what they learned. Compare and contrast this celebration with the Frog Moon Ceremony and family or local community traditions. How are they the same and different?

GAMES AND PROBLEM SOLVING

Five Rocks and Two Sticks

Hugo is upset because his friends won't let him play Five Rocks and Two Sticks. As a problem solving/maker space experience, divide students into groups and give them five items to represent rocks and two items to represent sticks. They could use math cubes or other manipulatives found in the classroom. Then, encourage students to work together to make up a game using the materials they are given. The only rule is that it must be called Five Rocks and Two Sticks. Ask students to write simple directions or make a short video demonstrating how to play. As an extension, take turns asking each group to explain how to play their game, and then play each game. Ask students to assess how well they worked with their group members and their problem-solving process. How did they come up with their ideas? Did they experience any frustration? How did they work through it? What did they learn from the activity? As a variation, students may want to choose one of the games mentioned in other *Big Foot and Little Foot* books, such as Frog King from *Big Foot and Little Foot: The Monster Detector* or Castles and Knights from *Bigfoot and Little Foot: The Squatchicorns*.

CHARACTER EDUCATION

About Me Project

Hugo and Boone exchange brief notes. Boone's first letter tells his name, age, and a description of himself based on how his grandmother describes him. It also him asks one question. Ask students to imagine what they would include if they had to introduce themselves to someone new. Give students the opportunity to create their own introduction with an All About Me project. Begin by brainstorming additional ideas they might include if they were introducing themselves. Then, invite students to use any medium to create an All About Me poster or presentation. One possibility is to have students write their names using bubble letters. Inside each letter they can draw something that represents them or shows what they like to do. After students complete their projects, ask them to find a partner and take turns sharing their projects. As a class, discuss how these posters or presentations might have helped Hugo to better understand humans.

Welcome to Our Class

Hugo and his friends (most of them) try to welcome Boone to their school in *Big Foot and Little Foot: The Monster Detector*. Starting school somewhere new can be very challenging for students. Be prepared for any new students with this welcome basket class project. Begin by asking students to brainstorm a list of things that would be helpful for a new student. They might suggest things like a calendar of specials, map of the school, or classroom rules. Encourage students to think of what THEY would want to know if they were new to the class or school. Then, ask them to discuss ways they might help someone feel welcome. What would they include in a welcome packet or welcome basket? Create a list of ideas, and then ask students to divide into groups and create materials to include in the welcome basket. The class may want to make several baskets to keep on hand and ready for any new entrants. They should also create a list of the contents, so the welcome baskets can be recreated if their supplies run out. This is a great way for students to feel part of the process of welcoming someone new, and it is greatly appreciated by the transitioning student.

DISCUSSION QUESTIONS

Big Foot and Little Foot (Book #1)

CHAPTERS 1-3

- How does the author describe Hugo? Use details from the text to support your answer.
- Hugo asks Winnie (his sister) and Gigi (his friend) if a sasquatch can become a sailor. Winnie says no, but Gigi gives a different answer. What does Gigi say? What does she tell Hugo he would need in order to be a sailor? What do you think about this advice?

CHAPTERS 3 AND 4

- What is the most important rule when playing Hide and Go Sneak as a sasquatch? Are you surprised by this rule? Why or why not?

CHAPTERS 5 AND 6

- How does Hugo react when he sees his first human? Use details from the text to support your answer.
- How does Mrs. Nukluk respond to Hugo? What is her opinion of humans?
- What does Hugo see the human doing? What is Gigi's explanation for this behavior?

CHAPTERS 7 AND 8

- What happens when Hugo's parents see the note from Mrs. Nukluk? What is Hugo's grandfather's response?
- What wish does Hugo make? What does he do instead of blowing on a dandelion to make his wish? What do you think might happen?
- How do Hugo's friends treat him when he returns to school the next day? Why are they so upset? Use details from the text to support your answer.

CHAPTERS 9 AND 10

- Why does Hugo think his wish is beginning to come true? What makes him think this? Support your answer with evidence from the text.
- What secret project does Hugo work on? Why do you think he does this?

CHAPTERS 11 AND 12

- What question does Boone ask Hugo? How does Hugo feel about the question? Use details from the text to support your reasoning.

- What are the acts of bravery that Hugo and his friends will be performing at the Frog Moon Ceremony? What would you do for an act of bravery?

CHAPTERS 13 AND 14

- What does Hugo learn when he reads Boone's letter?
- Why does Boone write back and say it would be the last letter?

CHAPTERS 15 AND 16

- What is it like at the Frog Moon Festival? Do you think you would enjoy going to the Frog Moon Festival? Why or why not?
- Why does Hugo leave the party? What do you think is going to happen?

CHAPTER 17 AND 18

- What happens when Hugo is in the river?
- How does Boone react to seeing Hugo? Use details from the story to support your answer.
- When Boone says Hugo is "Bigfoot," Hugo's feelings are a bit hurt. How do they solve their problem?

CHAPTERS 19 AND 20

- What do you think Hugo learns while on his adventure with Boone?
- How does Hugo and Boone react when they see the Snoot-Nosed Gint? Before you continue reading, make a prediction. What do you think will happen next?

CHAPTERS 21 AND 22

- How do Hugo's friends and community members react when they meet Boone?
- Boone argues that Hugo's act of bravery should count even though there was a misunderstanding. Do you agree with Boone? Why or why not?
- What do you think is the most important lesson Hugo learns? Use reasoning and details from the story to support your answer.
- Do you like the way the story ends? Why or why not?

DISCUSSION QUESTIONS

Big Foot and Little Foot: The Monster Detector (Book #2)

CHAPTERS 1 AND 2

- What does Hugo think is in the box at the post office? What details does Gigi give him about the box that makes him draw this conclusion?
- How does Hugo feel when Mr. Kipper hands him his package? How does he feel after learning more about what is in the package? Use details from the text to explain your answers.

CHAPTERS 3 AND 4

- What makes the clicking sound in the monster Detector when a monster is detected? What happens in the cave when Gigi and Hugo go looking for monsters?
- What does Gigi think is in the cavern? Why does she think this? Explain her reasoning.

CHAPTERS 5 AND 6

- How does Grandpa respond when Hugo tells him about the Green Whistler?
- How do you think Hugo and his friends will respond to Boone's announcement? Do you think the teacher will have the same opinion?

CHAPTERS 7 AND 8

- Were you surprised when Roderick did not want to sit next to Boone? Why or why not?
- Why does Mrs. Nukluk think Boone is being silly? What is the misunderstanding?
- When Boone shows the human version of monster cards, Hugo's friends are at first very interested. What happens that changes their minds? Explain.

CHAPTERS 9 AND 10

- What happens when Boone holds the Floofs? What does Roderick say he sees?
- How do you think Boone feels when he sees the look on Hugo's face? Use details from the text to support your answer.
- What does Hugo do that shows he is still Boone's friend?

CHAPTERS 11 AND 12

- What happens when Hugo and Boone follows the Green Whistler?
- Were you surprised by the identity of the Green Whistler? Why or why not?

CHAPTERS 13 AND 14

- How does the rumor about the Green Whistler begin? What is the real story?
- Why does the Monster Detector make clicking sounds near the Green Whistler? Explain.

CHAPTERS 15 AND 16

- What does Hugo do to convince Boone to come back to school?
- What idea does Hugo whisper to the teacher? Do you think this is a good idea? Why or why not?

DISCUSSION QUESTIONS

Big Foot and Little Foot: The Squatchicorns (Book #3)

CHAPTERS 1 AND 2

- What message does Boone send to Hugo? How is this one different from messages Hugo has received from Boone in the past?
- Hugo works on a special gift for Boone. What do you think he might be making?

CHAPTERS 3 AND 4

- Winnie is convinced there are invaders in Widdershins Cavern. How do Hugo and Gigi react to this news?
- What does Hugo think of the “invaders”? Use details from both chapters to explain your answer.

CHAPTERS 5 AND 6

- Do you think Squatchicorns eat hay? Why do you think this? Use details from the text to support your answer.
- How does Hugo convince his parents to let him go to Boone’s party? What does he need to bring with him?

CHAPTERS 7 AND 8

- What is Nogg’s secret? Do you think there could be another explanation for the strange things that happened? Explain your thinking.
- What present does Hugo make for Boone? Do you think this is a good present? Why or why not?

CHAPTERS 9 AND 10

- What new experiences does Hugo have at Boone’s party? What kind of misunderstandings does he have? Use evidence from both chapters to support your answer.

CHAPTERS 11 AND 12

- What do Hugo and Boone learn about Nogg? Were you surprised by this information? Explain.
- What is Nogg most upset about leaving behind? Why is this important to him?

CHAPTERS 13 AND 14

- Where does Boone take Hugo and Nogg? Do you think this is a good idea? Why or why not?
- What do they find in the fairy house? Why is this discovery important?

CHAPTERS 15 AND 16

- What is a Tommyknocker? Explain your answer using evidence from the story.
- Why does Boone say this was the best birthday ever?
- Why does Nogg’s family decide to move on anyway? What do they bring with them?
- What is Nogg’s good-bye gift? How does Hugo feel about it? Explain your answer.

SERIES DISCUSSION QUESTIONS

- What do you think is the biggest lesson Hugo learns through his adventures with Boone?
- What does it mean to be a good friend? Do you think Hugo and Boone are good friends? Use details from the stories to explain your answer.

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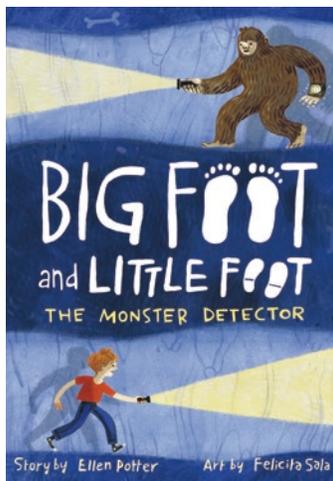
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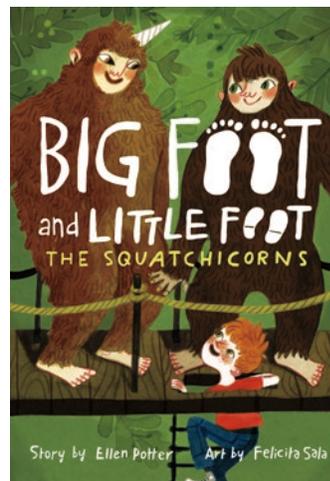
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PRAISE

★ *“Potter gives her amusing and adventurous plot just the right amount of detail to bring it to life . . . This warmhearted new series, particularly suited for reluctant readers or chapter-book newbies, promises more laughs and exploits from the entertainingly paired Hugo and Boone.” —Booklist*

“The sasquatch humor and heroes’ earnestness make for a compelling story with natural flow, and the turnabout scenarios in which white Boone operates as a minority among the sasquatches are thoughtfully done. A lovely story of using empathy to work through culture clashes.” —Kirkus Reviews

“A winner . . . Just the right amount of adventure and excitement to keep children engaged and wanting to know what happens next. Her characters are believable and enchanting. The illustrations are simple but illuminating.” —School Library Journal

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