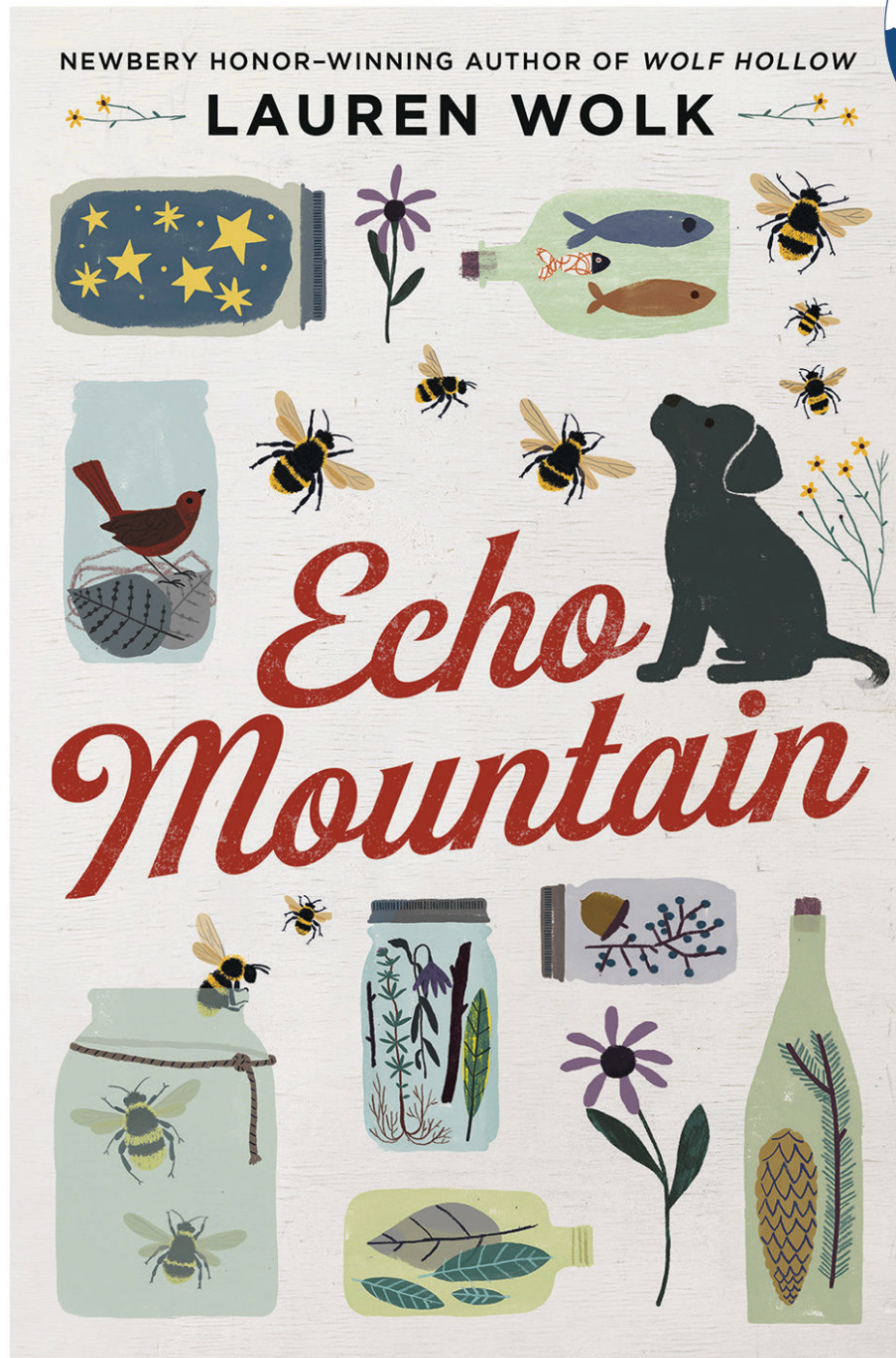


EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or ajohnson@islandreadersandwriters.org.

EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

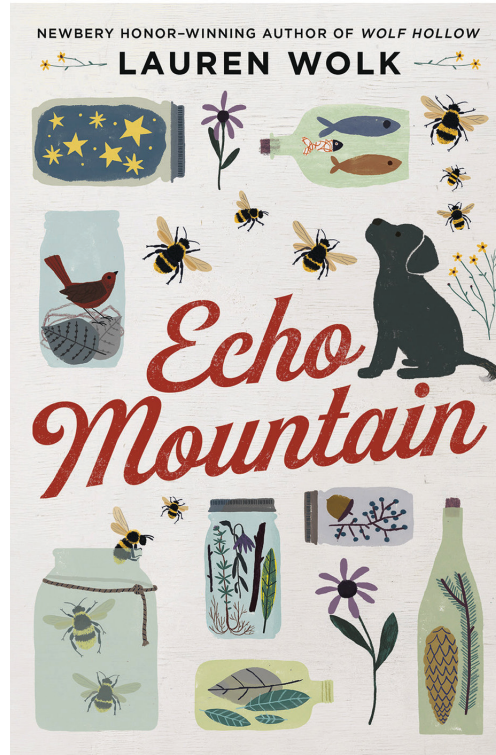


Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

What is Visual Thinking Strategies?



Watch this [video](#) to learn more about VTS.



Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

STANDARDS

Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

SL.3 Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5 Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.8 Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

EXPLORE MORE BOOK GUIDE



MEET LAUREN

Lauren Wolk is an award-winning poet and author. She is the bestselling author of three novels for young readers, Newbery Honor–winning *Wolf Hollow* (2016), the sequel *My Own Lightning* (2022), and *Beyond the Bright Sea* (2017). She was born in Baltimore and has since lived in California, Rhode Island, Minnesota, Canada, and Ohio. She now lives with her family on Cape Cod.

Learn more about Lauren [HERE](#).

LET'S TALK!

Discussion Questions

1. Read the first chapter carefully and consider the descriptions used that help us learn about the characters and their traits in this short introduction. Talk it over with a classmate. What do we learn about the narrator, Ellie, her mother, sister and brother?
 2. In chapter 4 the author talks about duality and the “two-ness” of things. On pages 16 & 17 Ellie tries to explain what this means to her. She considers herself a woods-girl that can do what needs to be done but also, an echo-girl that feels the burden of this doing. Do you ever feel like there are two sides of yourself being stretched in different directions? What words would you use to describe your “two-ness”? Does one side ever take over?
3. In chapter 6 (p.24), Ellie talks about feeling three kinds of light and warmth on the morning of Quiet’s birth. What do you hear in the writing that helps you explain what she means by the three examples; “spring itself, Quiet, and from the flame growing inside me”.
4. The original title for this book was going to be “No More Lullabies” but was changed to “Echo Mountain”. Which do you prefer and why? What would you name this book? Check on page 348.
5. Were you surprised to learn that Cate was Larkin’s grandmother after seeing how his mother felt about her? Do you think the relationship between Cate and Keavy is realistic, why or why not?
6. Esther is reading *The Velveteen Rabbit* by Margery Williams to her father and Samuel. Why do you think the author chose this as the family read aloud? Do you think it is a story that makes the family feel better about their situation, or worse? Do you see any similarities in the two books? Check the lines from the book on pages 345-46.
7. All the characters grow from the beginning to the end of this book but perhaps Esther changes the most. Can you explain how she grows, what makes her change come about, and how it helps the family in the end?

Character traits :
the unique attributes,
characteristics, and
personalities of
characters in a text.

LET'S CREATE! Book-Inspired Art

1. DESIGN A NEW BOOK COVER FOR ECHO MOUNTAIN

Dress up or use props and photograph your creation. Check out this short [VIDEO](#) on recreating L.L. Bean covers from the 1930's.



2. MAKE AN HERBARIUM IN A NOTEBOOK OR A POSTER

Use plants mentioned in the book or others you find near your home, i.e flowers, grasses, leaves, ferns, even some types of mosses or medicinal herbs.

Glue pressed flowers into a notebook. Use field guides to find out the names and label with; location found, common name, Latin name, date found.

Make sure your plants are dry and you have permission to pick them.

Directions on pressing plants:

- Pressing botanicals and making a herbarium: Flower and herb presses can be made from things around your home. The materials get layered like a sandwich.
- Layer your plant between two pieces of paper. Then layer the paper between two pieces of cardboard. You can layer multiple plants within one press. Then secure this with rubber bands or a strap with Velcro.
- An alternate method is to press between the pages of a book. Add paper to keep the book's pages clean.

3. INTERVIEW ELDERS WHO MAY HAVE LIVED THROUGH HARD TIMES AND COMPARE THEIR EXPERIENCES TO YOURS WITH THE CHALLENGES LIVING THROUGH A MODERN-DAY PANDEMIC.

See if anyone remembers stories from the depression era or any other time of hardship. Write a news article or draw a comic strip about your findings. What questions would you ask them? In your group come up with a list of questions you will all use and then compare the responses you receive.

4. CARVE SOAP ANIMALS

Larkin carves animals out of wood with the tools from his father's shop. You can try a simple and safe way to carve with soap, a plastic knife and paperclip. See this [VIDEO](#) for directions and templates.

5. CREATE A CHARACTER WORD CLOUD:

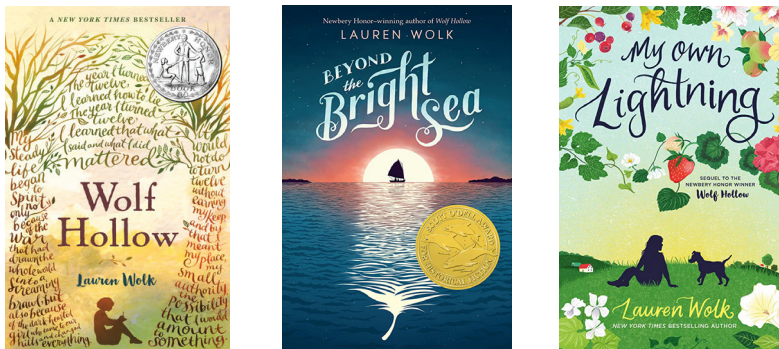
Use this [WEBSITE](#) to learn more about word clouds. By drawing a silhouette of your character. Use words or images that explain the character's strengths or weaknesses and create a collage inside the outline. What words could you put in to help describe your character?

Word Clouds are visual representations of text that give greater rank to words that appear more frequently.



LET'S DIVE DEEPER! Explore More

1. Try reading some of Lauren's other work and complete an author study



An **Author Study** is an opportunity to delve deeply into an author's life and work, explore themes, characters, and writing style.

Use these prompts to get you started:

- What are Lauren's themes? (Ideas that recur throughout the story)
- How does she develop her characters?
- From what you know about the author, can you find any connections to her life?
- Do you identify with any of the characters? Why? Why not?

Host a student led discussion and create small groups. Pick students to fill the following roles.

Discussion Director: Creates or poses questions for discussion and keeps conversation moving. (Qualities for the job: Detail oriented, natural leader, welcoming attitude)

Literary Luminary: Prompts read-alouds and highlights vivid descriptions and language used. (Qualities for the job: Loves reading and is comfortable reading aloud, observant, wants to share knowledge)

Word Finder: Clarifies word meanings and pronunciations. (qualities for the job: Good vocabulary, speaks clearly, fascinated by word choice)

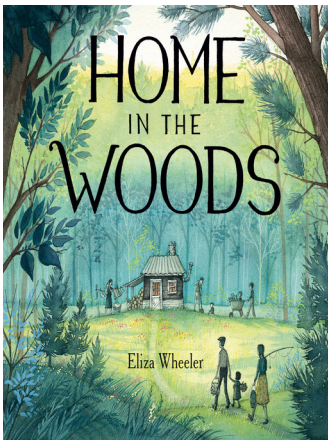
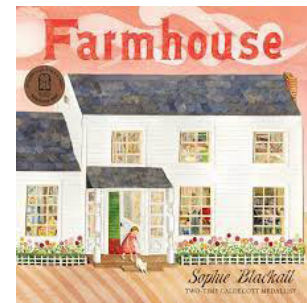
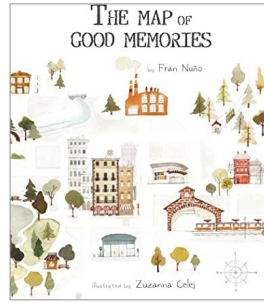
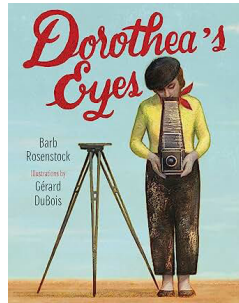
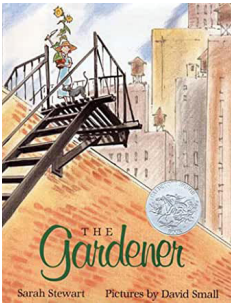
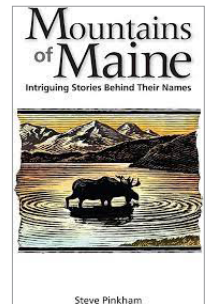
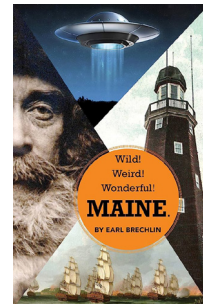
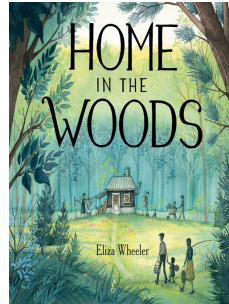
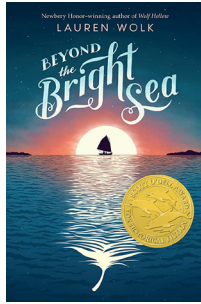
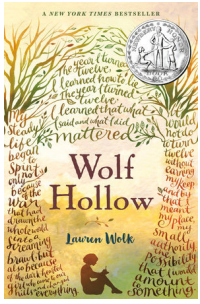
Group Reporter: Monitors discussion to help ensure equal participation. Maintains schedule and takes notes. (Qualities for the job: Time management skills, fair and balanced approach, not afraid to jump in)

Illustrator(s): Draw pictures to document the experience. (Everyone can fill this role. Be sure to allow a few minutes each time for quick sketching.)

2. Lauren Wolk's [EDUCATOR GUIDE](#) for *Echo Mountain* is full of questions and activities including a thorough mapping of The Hero's Journey and how ordinary characters like Ellie embark on the classic journey of heroism.

LET'S READ MORE!

Text to Text Connections



Let's dive into the suggested companion book, *Home in the Woods* by Eliza Wheeler

Home in the Woods also takes place during the depression era and has many similarities to *Echo Mountain*.

- Watch this [VIDEO](#) about author/illustrator Eliza Wheeler's process.
- What comparisons can you make between the two stories?
- The artist talks about capturing the "feeling" and "movement" of the story. Look at her images, find examples in her artwork where she has conveyed feeling or movement?



4. On the end papers of *Home in the Woods* you will find a map of the forest, cabin, and neighbor's homes. Think about the details of the setting for *Echo Mountain* and draw a map of Ellie's world and homestead. Use a pencil to start, then add color to liven up your artwork. Compare with your classmates. Can you create a gallery for viewing either on a classroom wall or in a virtual space?

Feeling & Movement adds excitement, drama, and overall compositional interest to an artwork.

Teacher Note: Use the technique of Visual Thinking Strategies while you read your companion book, *Home in the Woods* by Eliza Wheeler.

- What is going on in this picture?
- What do you see that makes you say that? (provide evidence)
- What more can we find?