

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 CYNTHIA

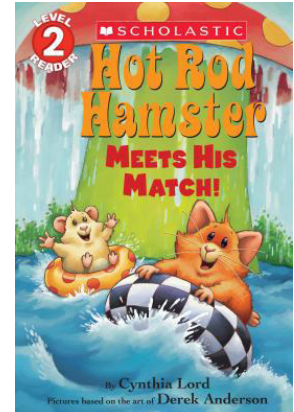
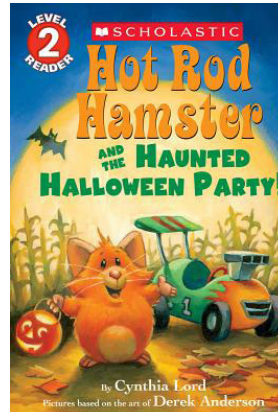
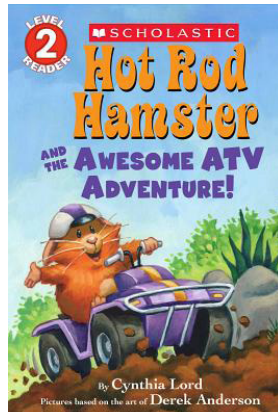
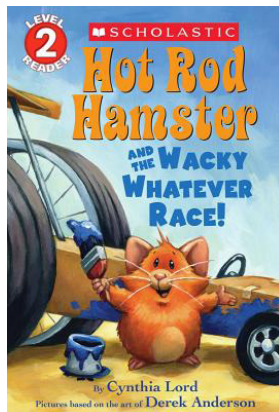
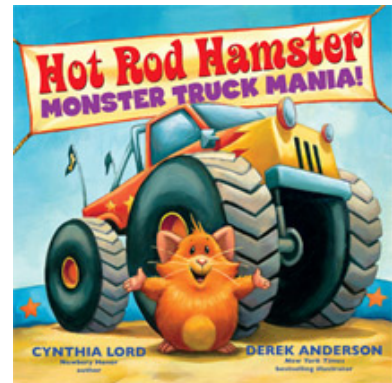
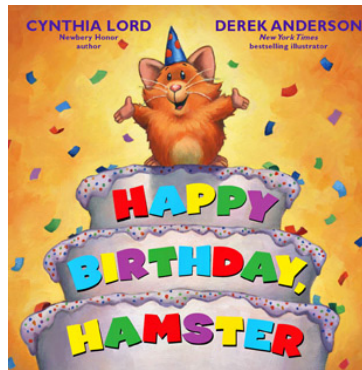
When Cynthia Lord sat down to write her first children’s book, she knew it would be a middle-grade novel. As she recalls,

I grew up next to a lake in New Hampshire and I remember being ten years old, lying on our pier, listening to the seagulls calling, and daydreaming about Borrowers and Chocolate Factories and Secret Gardens.

She is the author of a host of award-winning books. These include *A Handful of Stars* (2015); *Half a Chance* (2014), Junior Library Guild Selection and Book Page Top Pick in Children’s Books; *Touch Blue* (2012), winner of the 2011 Lupine Award, Maine Library Association; and many others.

Visit Cynthia’s [WEBSITE](#).

Read the entire *Hot Rod Hamster* Series:



LET'S TALK! Discussion Questions

TAKING A CLOSER LOOK AT THE BOOK

1. Hot Rod Hamster says he wants to "BURN RUBBER." He also wants the engine to ROAR! What other words are used to describe these race cars?
2. At the end of the book there is an assortment of trophies. If you were to design a trophy for a race, what would yours look like?
3. What would happen if Hot Rod Hamster was not a hamster but a different animal? What kind of vehicle would they want to drive? How would that change their name? Brainstorm some alternative ideas!

LET'S CREATE! Book-Inspired Art

1. Beanbag Rhyme Game Let's Play

- The teacher (holding the beanbag) says a word (e.g., cat).
- The teacher then passes the beanbag to a student. That child is to think of a word that rhymes with cat, say the new word aloud, and then pass the beanbag to another student.
- The game continues until the children can think of no more rhyming words.
- The student who is holding the beanbag at that point begins the game with a new word.

2. Make a pennant to cheer on your school's team! In the book, Dog cheers Hot Rod Hamster on by waving a pennant. Cut out paper triangles and make your own to cheer on your team. Does your school have a mascot? Could you draw it on your triangle pennant

Rhyming words:

two or more words that have the same or similar ending sound

Descriptive words:

tell us more about how something looks, feels, smells, tastes or sounds.

3. Parts of Speech Race Track

As a whole group make a chart of nouns, verbs, and adjectives using words from the book. Make a race track out of paper to go around the walls of your classroom. Decorate it with cars and words from your chart.

4. Fly Swatter Onomatopoeia

Cut out the middle of a flyswatter. While reading the story, students are called up to "SWAT" the Onomatopoeia

Onomatopoeia:

a word that describes a sound by mimicking it, such as "buzz!" "clink!" or "pop!"

5. "Get Lost in our Dust" Mud Painting

Grab some dirt and a paintbrush and create a mud painting. Watch the [VIDEO](#) for ideas.



LET'S DIVE DEEPER! [Explore More](#)

1. *Hot Rod Hamster* [TEACHER GUIDE](#) from Cynthia Lord
2. Britannica Kids, [HAMSTER FACTS](#)

LET'S READ MORE!

Text to Text Connections

