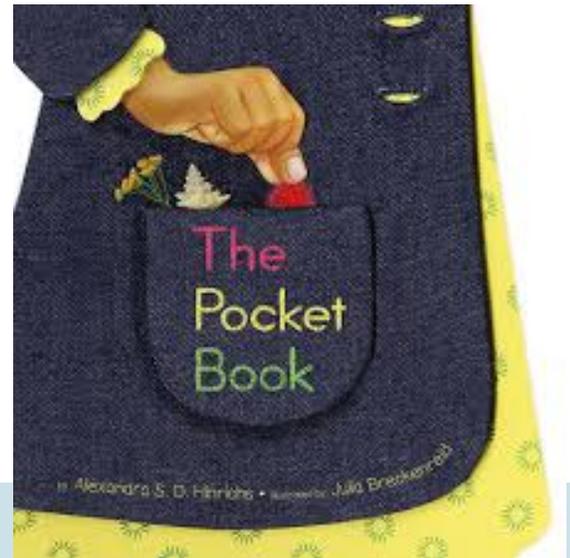


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!

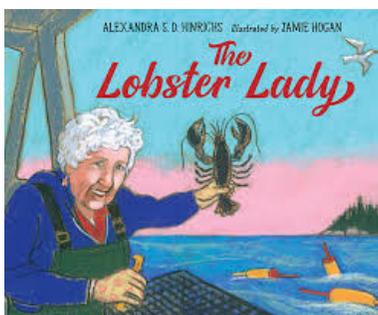


## Meet Alexandra S. D. Hinrichs

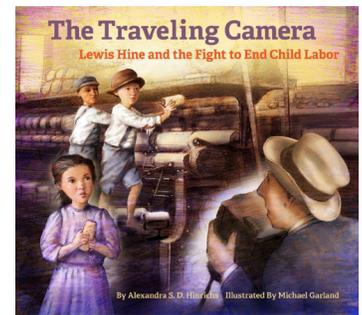
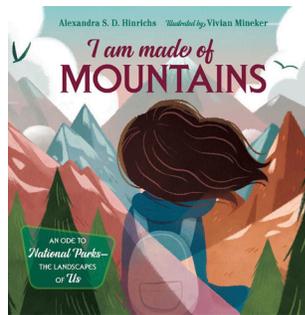
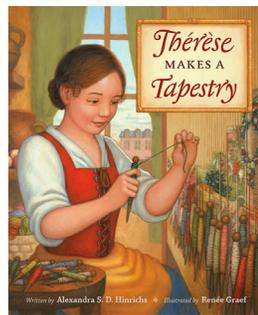
Alexandra S. D. Hinrichs is a poet and award-winning author of fiction and nonfiction children's books. Alexandra has loved playing with words ever since she first met them. Her works have won Maine's Lupine Award and Wisconsin's Outstanding Achievement Award among other recognitions. She completed her undergraduate education at Colgate University. Originally from Massachusetts, she has also lived in New York, Thailand, and Wisconsin. She now makes her home in Bangor, Maine with her husband, three wild sons, two tame cats, and one curious tortoise. When she isn't buried in books, she can be found baking, hiking, kayaking, or playing board games.

Learn more about Alexandra [ONLINE](#).

Read more from Alexandra:



[book guide](#)



[book guide](#)

# EXPLORE MORE BOOK GUIDE

## LET'S BEGIN!

Before reading the book...

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.

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

Watch this [VIDEO](#) for a quick VTS demo

## HAVE QUESTIONS?

Please contact Alison Johnson at Island Readers & Writers, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

## LET'S TALK!

Discussion Questions

1. Let's take a look at the **endpapers**?

**Before reading:** Discuss what you see on the front endpapers.

**After reading the book:** Revisit the back endpapers.

Then compare and discuss the front and back.

2. The first pages are a type of riddle. What can you find that represents "a hike", "a hungry belly" and a "hurt"?

3. Think of something small you've kept or carried. Why did you keep it? What memory does it hold? What other type of treasures would you like to keep in your pocket?

Did you find them? Can you think of other *treasures*?

### Endpapers:

*the linings on the inside of the cover of a book. They are a design choice even if they are only one color.*

## 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.*

Science/Nature

## LET'S CREATE!

### Book-Inspired Art

## PICTURE BOOKS FOR ALL AGES!

1. WHAT AM I?" GUESSING GAME: One person is chosen to place an unusual object in their pocket, and the other students have to guess what it is.

- For younger students (closed ended questions): Players can only ask "yes" or "no" questions to figure out the item.
- For older students (open ended questions): Players ask open-ended questions to gather more information.



2. NATURE WALK: Turn your walk into a treasure hunt. Each student collects 3 items.

- Younger students: Place all your collected items into a bucket. The collection can lead to great cross curricular opportunities such as counting, sorting, addition and subtraction, drawing, oral language, and so much more!
- Older students: Create a silly rhyme or write a poem related to the items you have chosen.

3. WRITE A SHORT POEM (4–6 lines) beginning with "In my pocket I carry ..." listing one concrete object and one abstract idea. Then illustrate your poem!

4. Create your own tree made from found objects! Arrange them in the shape of a tree and take a picture!

## LET'S DIVE DEEPER!

### Explore More

1. Ask students to put a basket by the washing machine at home. Before laundry time, everyone should check their pockets and place any found trinkets into the basket. Use the collected items to create a graph.

2. Participate in [POEM IN YOUR POCKET DAY](#)

## LET'S READ MORE!

### Text to Text Connections

