

Teacher's Guide

WHERE



ARE THE



WORDS



Jodi McKay

pictures by
Denise Holmes



AUTHOR

Jodi McKay

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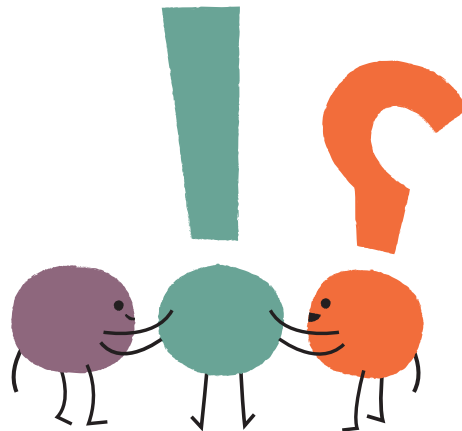
Jodi McKay lives with her husband and son in Michigan (the state that's shaped like a mitten). If she isn't on her own search to find the words to write a story she may be: reading, chasing her crazy Goldendoodle, Ralph, or spying on the squirrels in her backyard. What is her favorite punctuation mark? Jodi really likes the ellipsis! It makes her wonder "What if..."

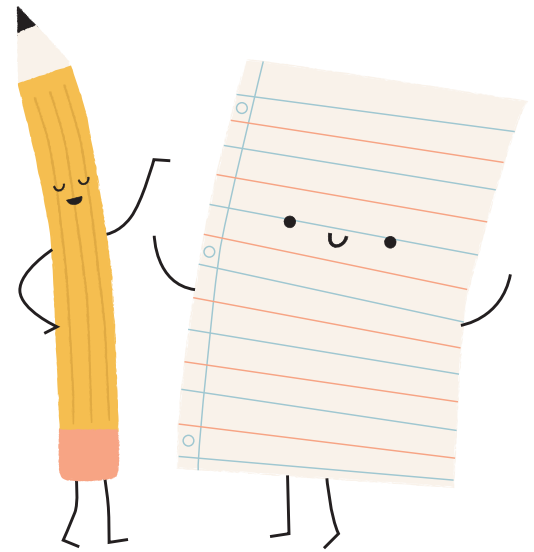
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ILLUSTRATOR

Denise Holmes

A native of the Detroit area, Denise Holmes graduated with a BFA from The School of The Art Institute of Chicago in 2003. She has been a freelancer illustrator working on many different projects from logos and greeting cards to magazine publications. Her books include, *If I Wrote A Book About You*, *The Yoga Game by the Sea*, and *The Yoga Game in the Garden*. Denise lives in Chicago with her husband and daughter.

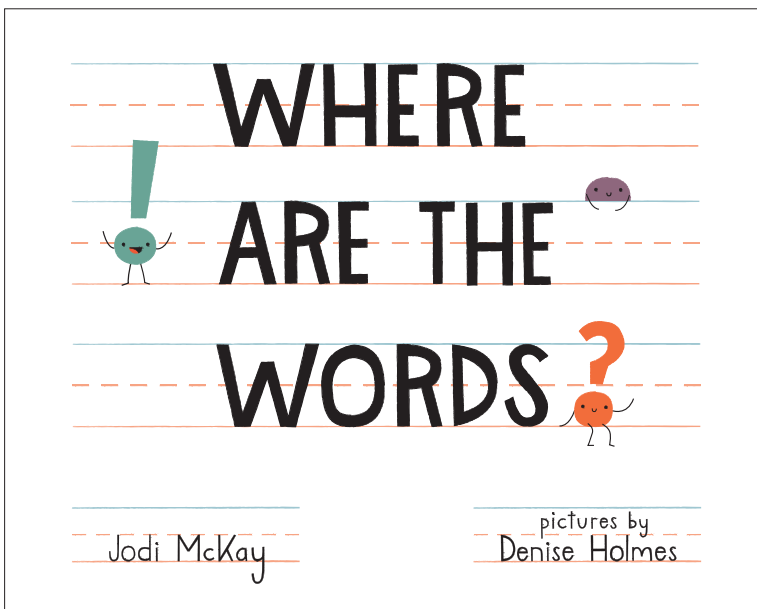




About This Guide:

The book, *Where Are The Words?* and this classroom guide were created for kids in grades K-3. The activities can be adapted by the teacher to meet the student abilities in each grade level.

This guide as well as the book, *Where Are The Words?* provides teachers with support in English Language Arts and uses art and drama as extra teaching tools. We did our best to provide material that address the common core standards of ELA as well as the six main types of comprehension strategies (Harvey & Goudvis, 2000).



Synopsis:

Period wants to write a story, but he can't find the words, so his friends offer to help. Question Mark asks around while Exclamation Point wrangles some words from a few unexpected places. Now period just needs an idea. Good thing his punctuation pals know what to do! *Where Are The Words?* offers a unique take on the writing process while using humor to present the role of punctuation.

Title: Where Are The Words?

Author: Jodi McKay

Illustrator: Denise Holmes

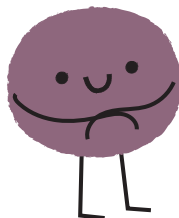
Ages: 4-8 / grades K-3

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Reading Comprehension

Common Core: R.1, R.2, R.3, R.7
SL.1, SL.2, SL.3, L.3

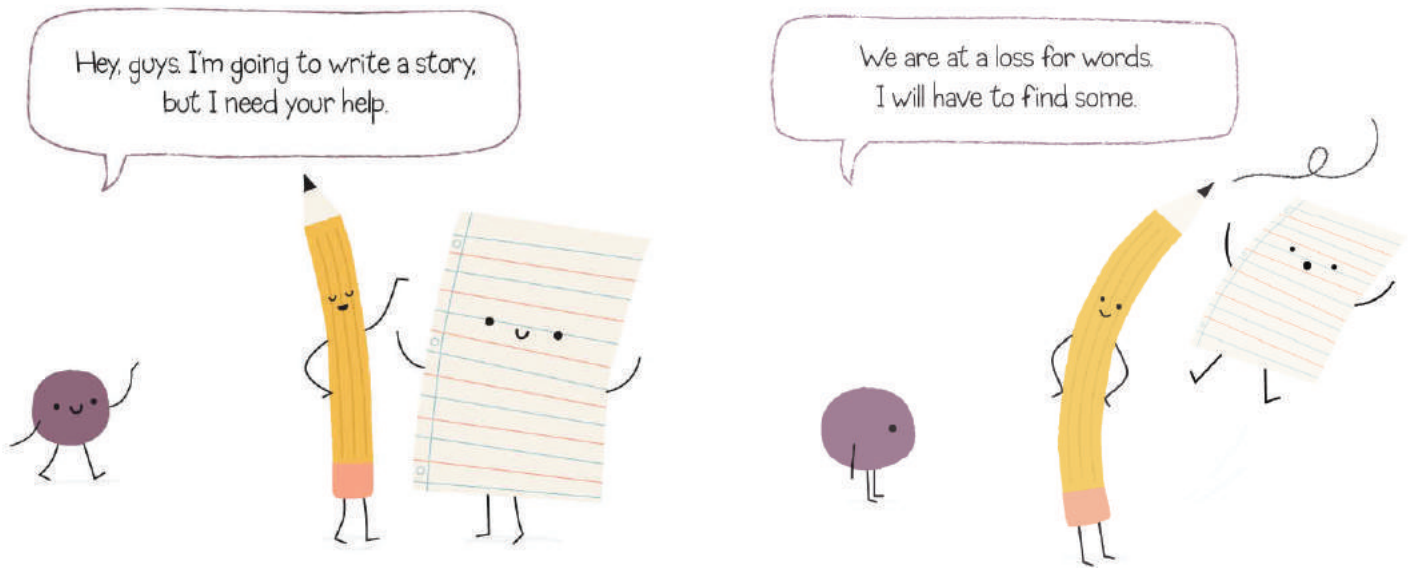
Before you read the book discuss the following:

1. Based on the title, what do you think the book is about?
2. Who is the author? Who is the illustrator? What does an author and illustrator do?
3. Identify parts of the book: The cover, spine, jacket flap, end papers, title page.

After reading the book, talk to your students about:

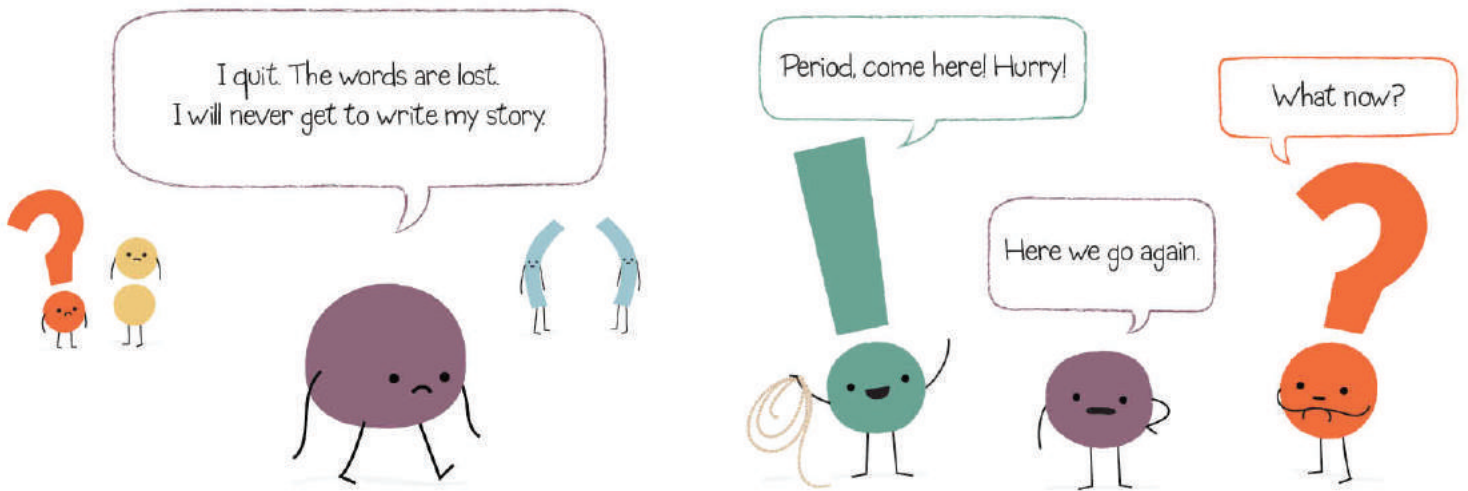
1. What does Period need to write his story?
2. How does the punctuation mark's speech relate to their actual purpose?
3. What words does Exclamation Point have a hard time catching?
4. Which punctuation mark likes lists?
5. How do all of the punctuation marks end up working together?
6. How do you think Pencil feels on the last page?
7. What is missing from their story?

Take a look at the following illustration (pg. 4 & 5 in the book):



1. What does Period want to do?
2. Why do you think Pencil and Paper can't help him?
3. Use three words to describe how Period is feeling in the first picture.
4. Use three words to describe how Period is feeling in the second picture.

Take a look at the following illustration:



1. Why are all of the characters sad in the first picture?
2. Describe how each character feels in the second picture.
3. Look at the color of each character. How might the colors describe their personalities?

Writing Activities:

Common Core: W.3, W.4, W.5, L.2

What's Your Story?

Period wants to write a story, but the words are missing, so he asks his friends to help him find them. After a series of mishaps, Period discovers that the words were always around him in their word bubbles. Now he is finally able to write his story.

Write a nonfiction story about something that you couldn't find. It can be a funny, scary, or sad story. Describe the steps you took to locate your missing item. Did you need to ask for help? Don't forget to let us know if you ever found it!

Punctuation Power!

Each punctuation mark character talks in a way that helps us understand their role. Period makes statements, Question Mark asks questions, Exclamation Point shouts, and so on. When they work together they are able to come up with a story that is fun for everyone.

continued -->

Pick one of the characters from the book and write a story about an adventure they go on, BUT don't use any punctuation marks. Trade stories with a classmate and see if he or she can understand your story. Switch back and add the punctuation marks where they belong. Is it easier to read now?

Pencil's Pictures

Pencil and Paper follow along on Period's journey to find words. When Period has his words and the punctuation marks come up with an idea for the story, Pencil is able to get to work. Unfortunately, the story doesn't feel complete and Pencil is asked to draw pictures to add that finishing touch.

Use a pencil to draw the pictures that you think Pencil will create for the story. Notice how a pencil makes thin, gray lines. What other details could you include in your picture? Do you think Pencil's art friends will help him with the pictures like Period's pals helped him with the story? Share your picture with the class and discuss the following:

1. What art supplies did you use to create your pictures? Why did you choose them?
2. How are your illustrations similar or different from the illustrator of *Where Are The Words*?
3. Was it easy or hard to draw pictures based on the story the punctuation marks wrote? Why?

(Print out sheet A for students to draw on.)

Extra Activities:

Charades (Where Are The...)

Ask the students to think of something that they want their classmates to find within the room. Then have each student act out their item without speaking.

Book Drama

Put the students in groups of three and assign each person in the group a punctuation mark (Question Mark, Period, Exclamation Point). Have each group pick out a picture book and read it quietly to each other so they are all familiar with it.

continued -->

One at a time, each group will act out the book, but the group members can only speak as the punctuation mark they were assigned would speak. So, Question Mark asks questions, Period makes statements, and Exclamation Point shouts (Not too loudly!). The rest of the students will try to figure out what book that group is acting out.

(Print out sheet B with characters to laminate.)

Who Said It?

Read the book again, but this time do not show the students the pictures. After reading a sentence ask the children which punctuation mark they think is speaking. Have them hold up one of the punctuation mark printables from Sheet C. Then show them the picture so they can see if they got the correct answer.

(Print out sheet C)

Find the Words

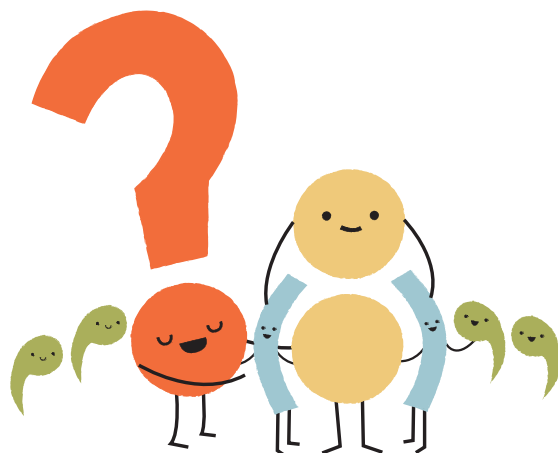
Using the index cards (Sheet D), write a word on each card which when all combined form a sentence. Ask the students to put their heads down and cover their eyes while you hide the word cards around the room. Once the words are hidden, have the students find the word cards and bring them to one location in the room. Then ask them to work together to figure out what sentence the words create.

(Print out sheet D)

How Many Words?

Ask the students to come up with as many words as possible using **WHERE ARE THE WORDS.**

(Print out sheet E)



Printables:

Create a Cover

Using Sheet F, have the students create their own cover for the punctuation marks' story. Discuss where they would put the title, the author and illustrator's names, and which characters they feel should be on the cover.

(Print out sheet F)

Word Search

Print out Sheet G and have the students complete the word search.

(Print out sheet G)

Draw Your Own Punctuation Mark Character

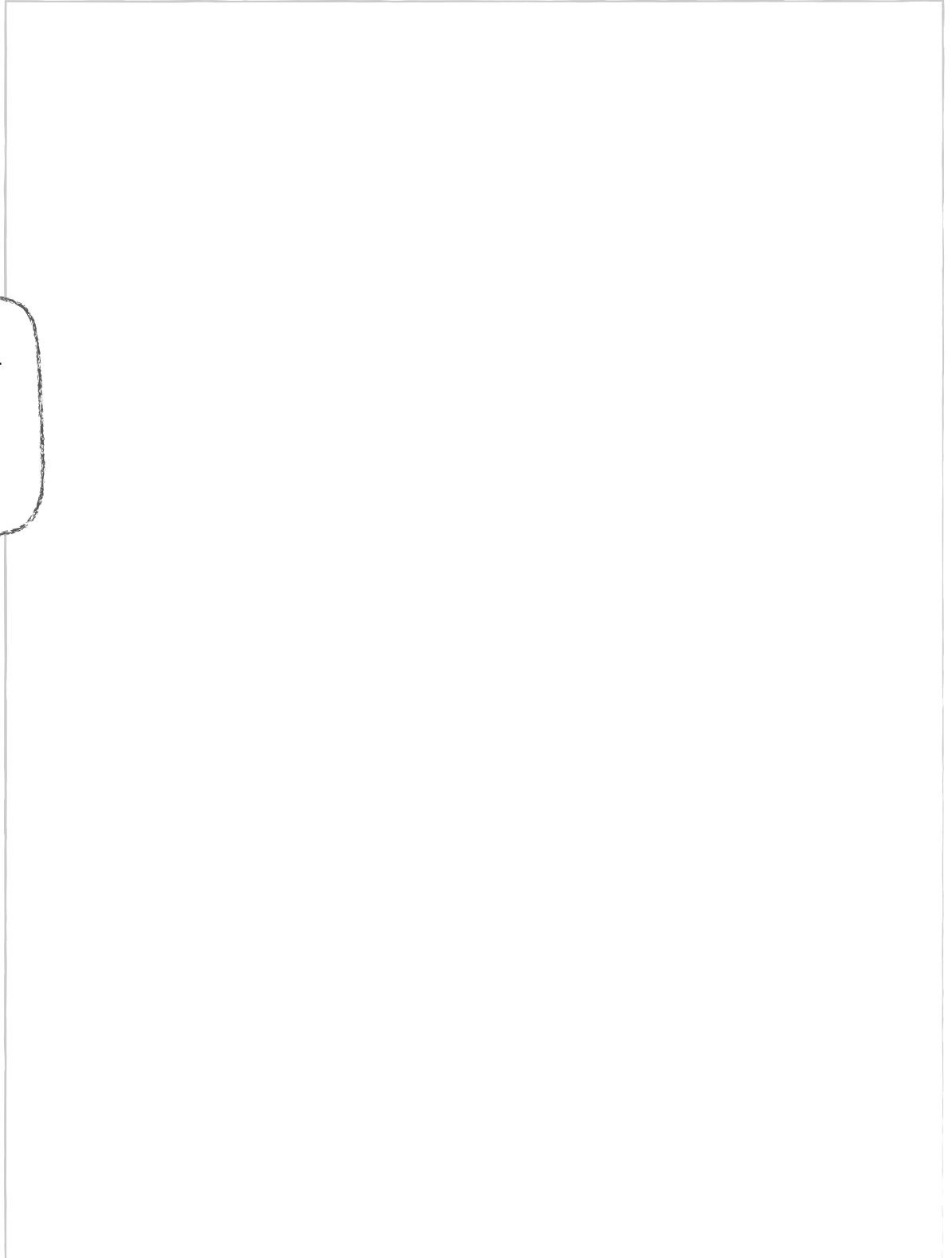
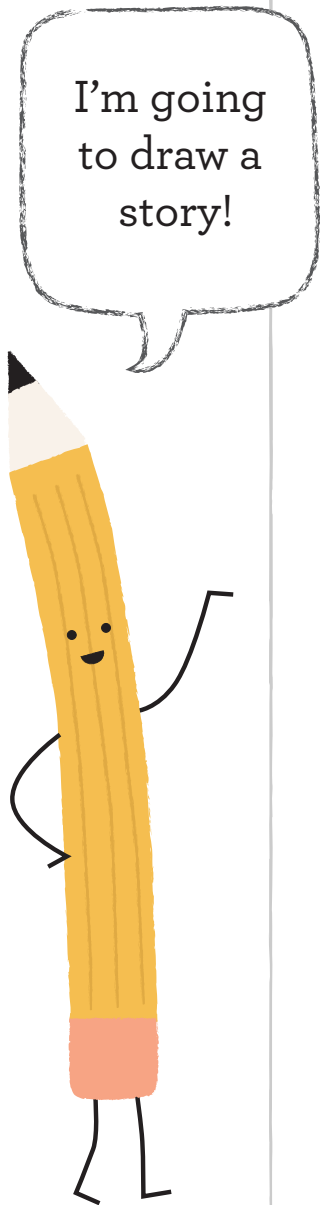
Using Sheet H, have the students pick a Punctuation Mark and create their own character for the story. Maybe they have silly expressions or wear accessories. One might even want to have roller skates! Remind them to use their imagination and create a unique character.

(Print out sheet H)

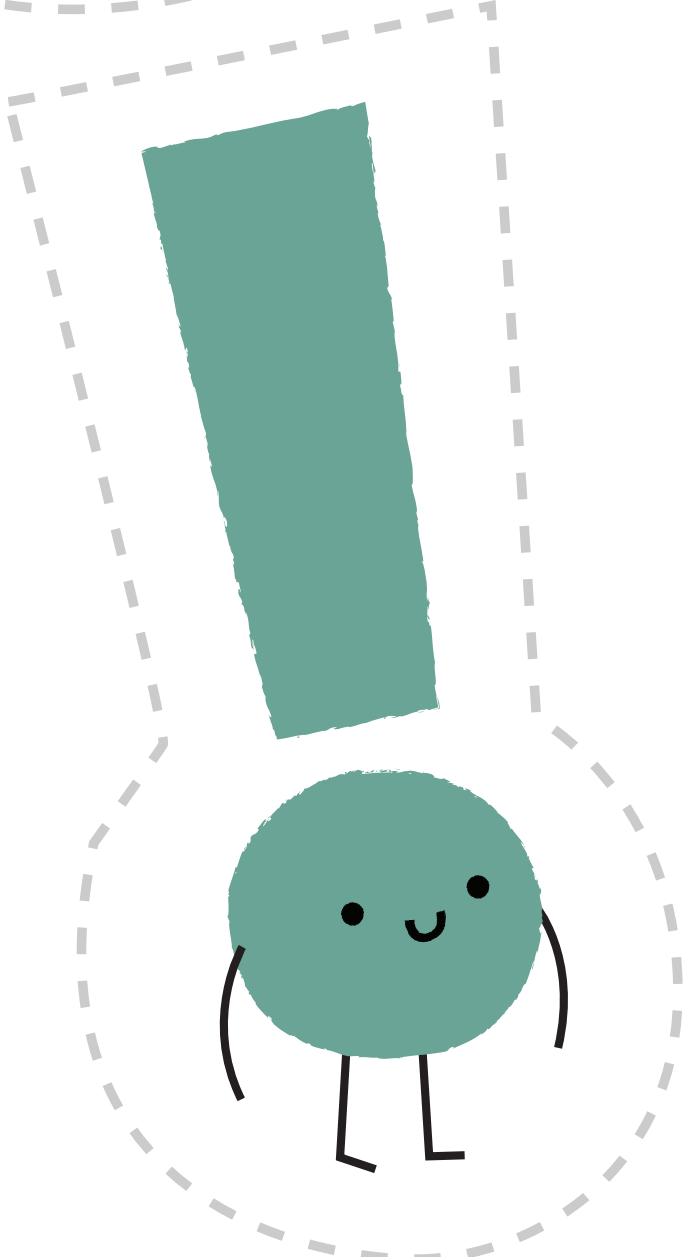
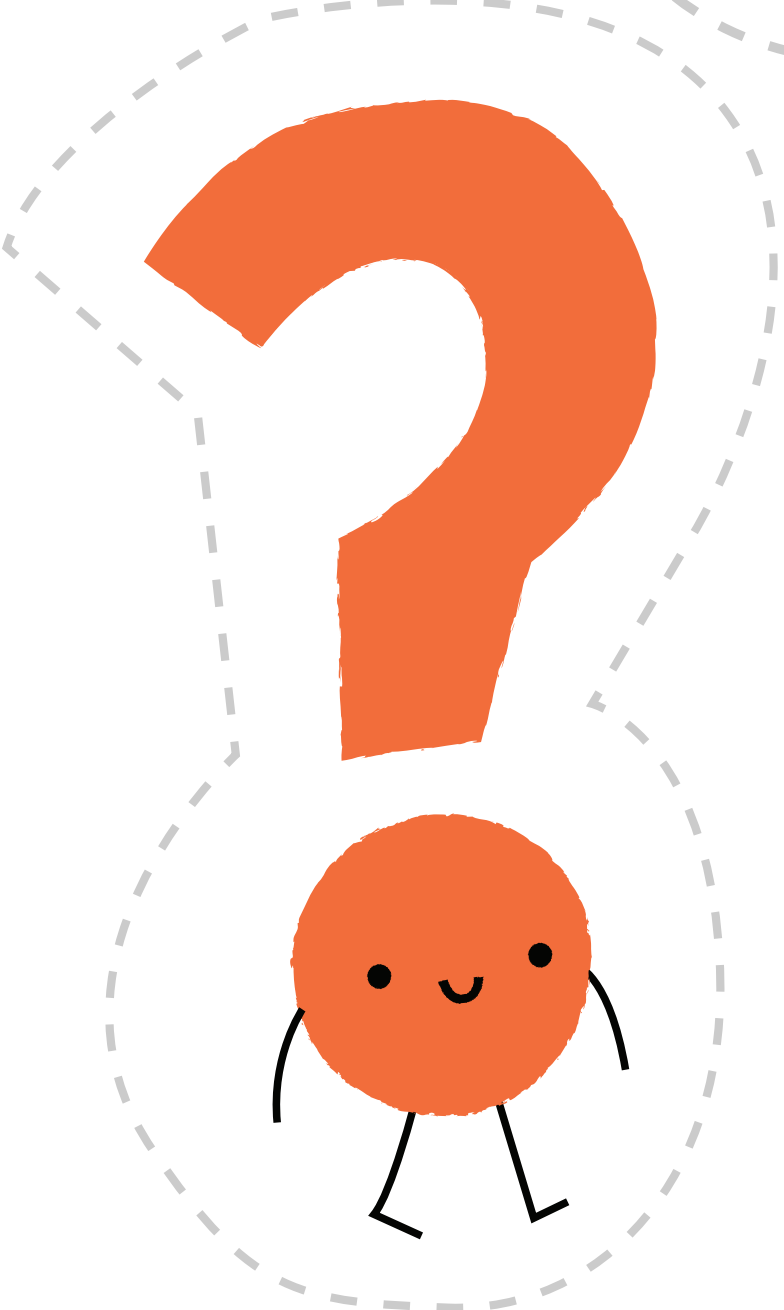
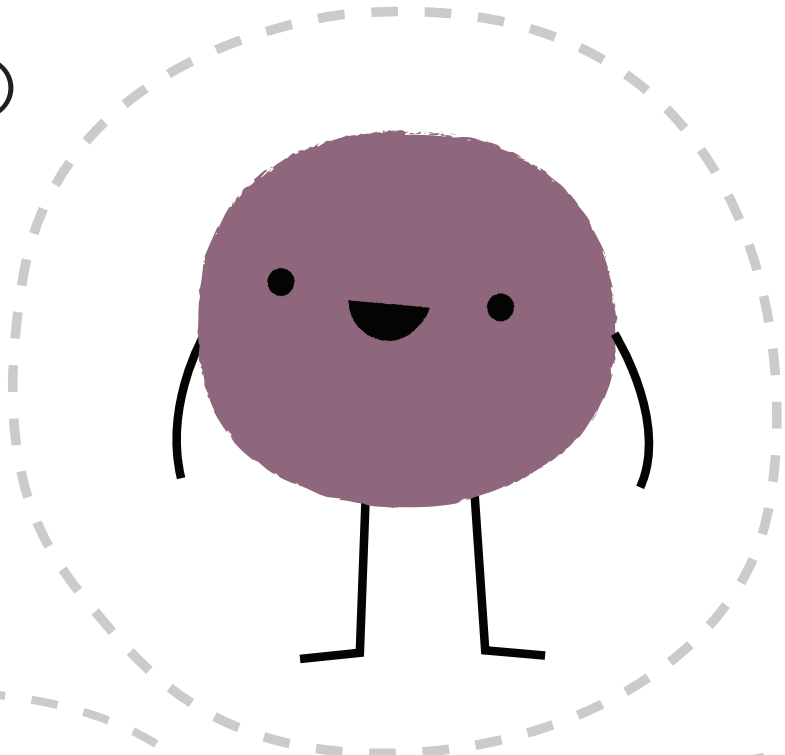
Pencil's Pictures (Sheet A)

Name: _____

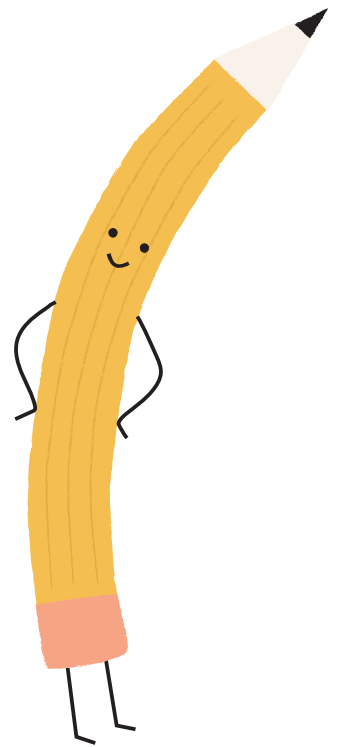
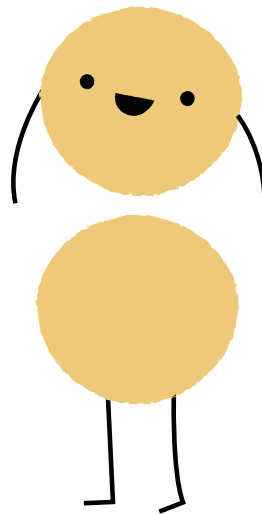
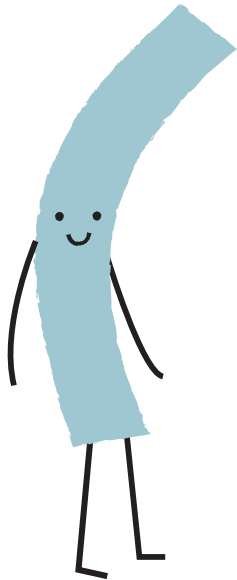
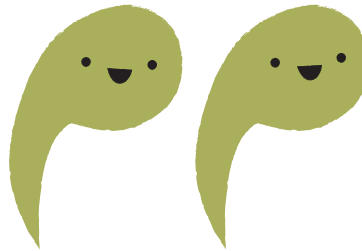
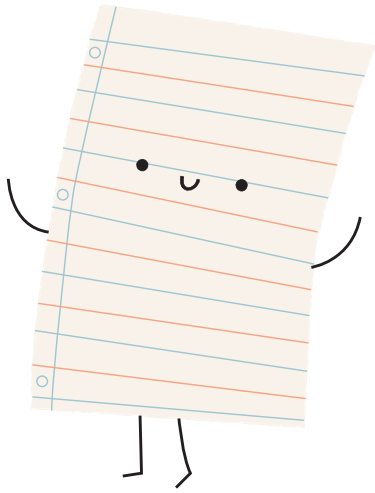
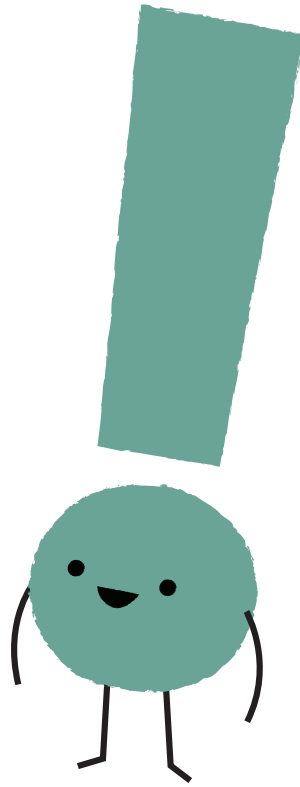
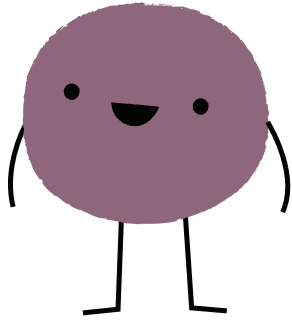
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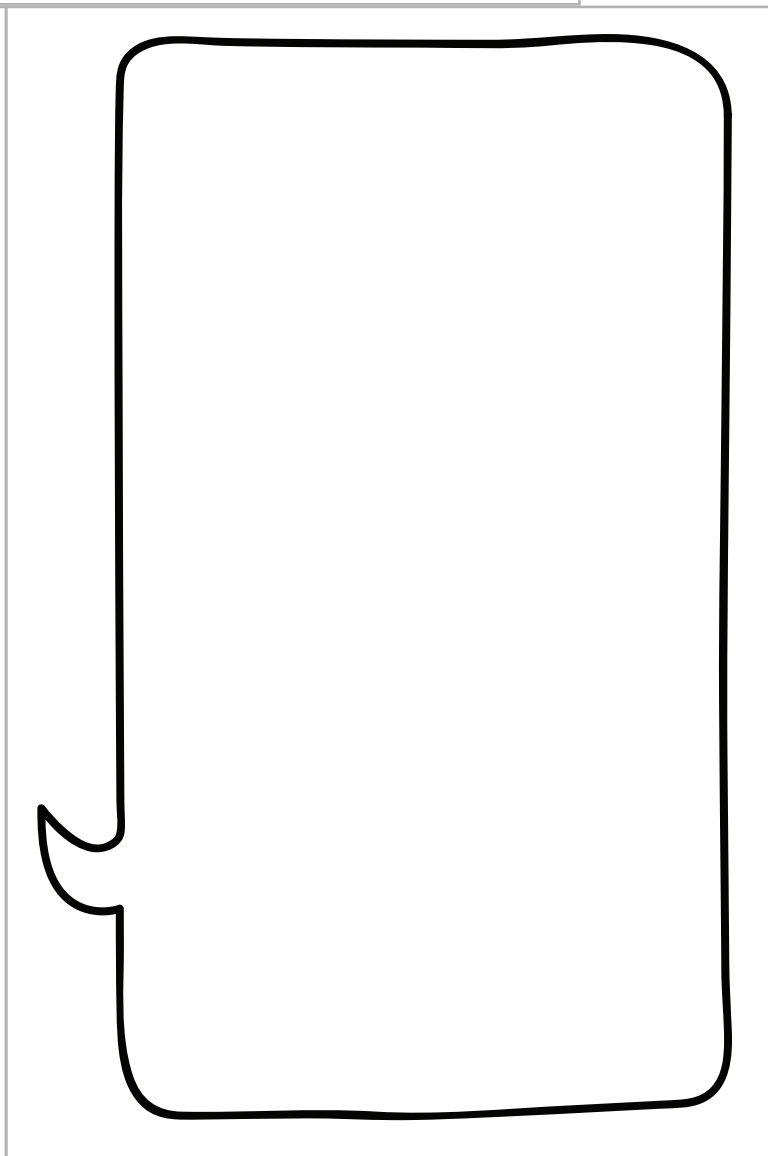
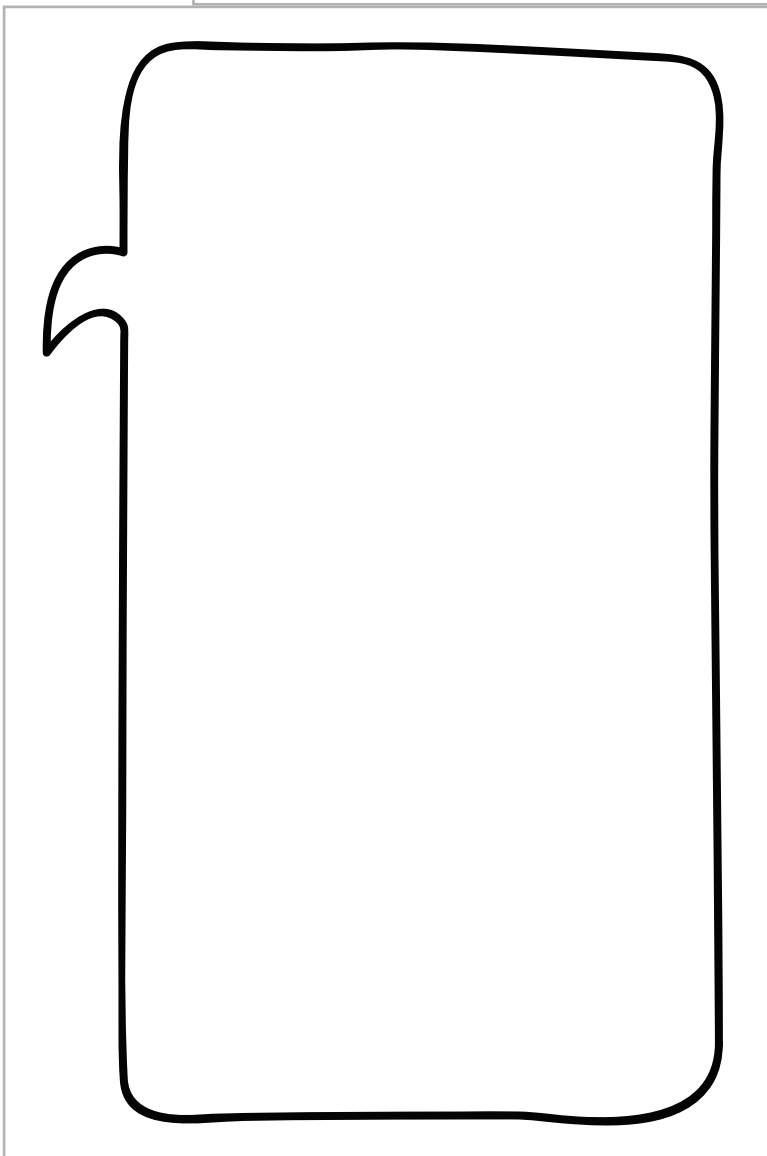
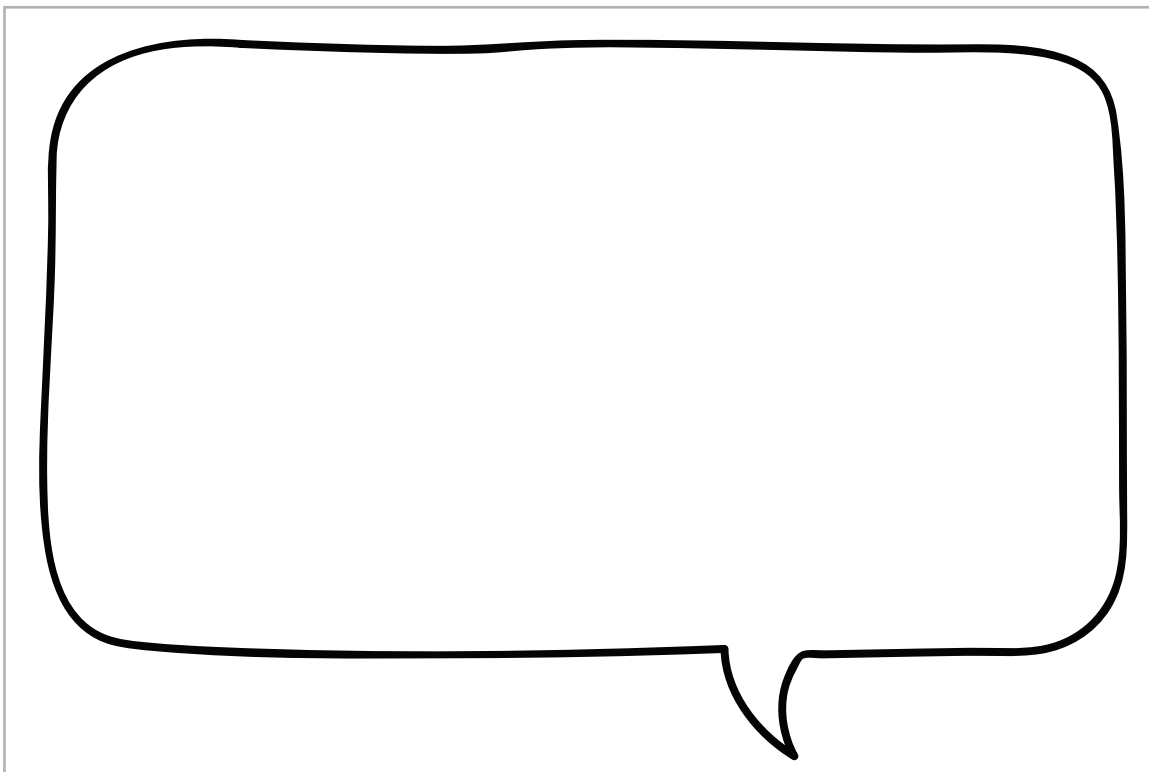
Book Drama (Sheet B)



Who Said It? (Sheet C)



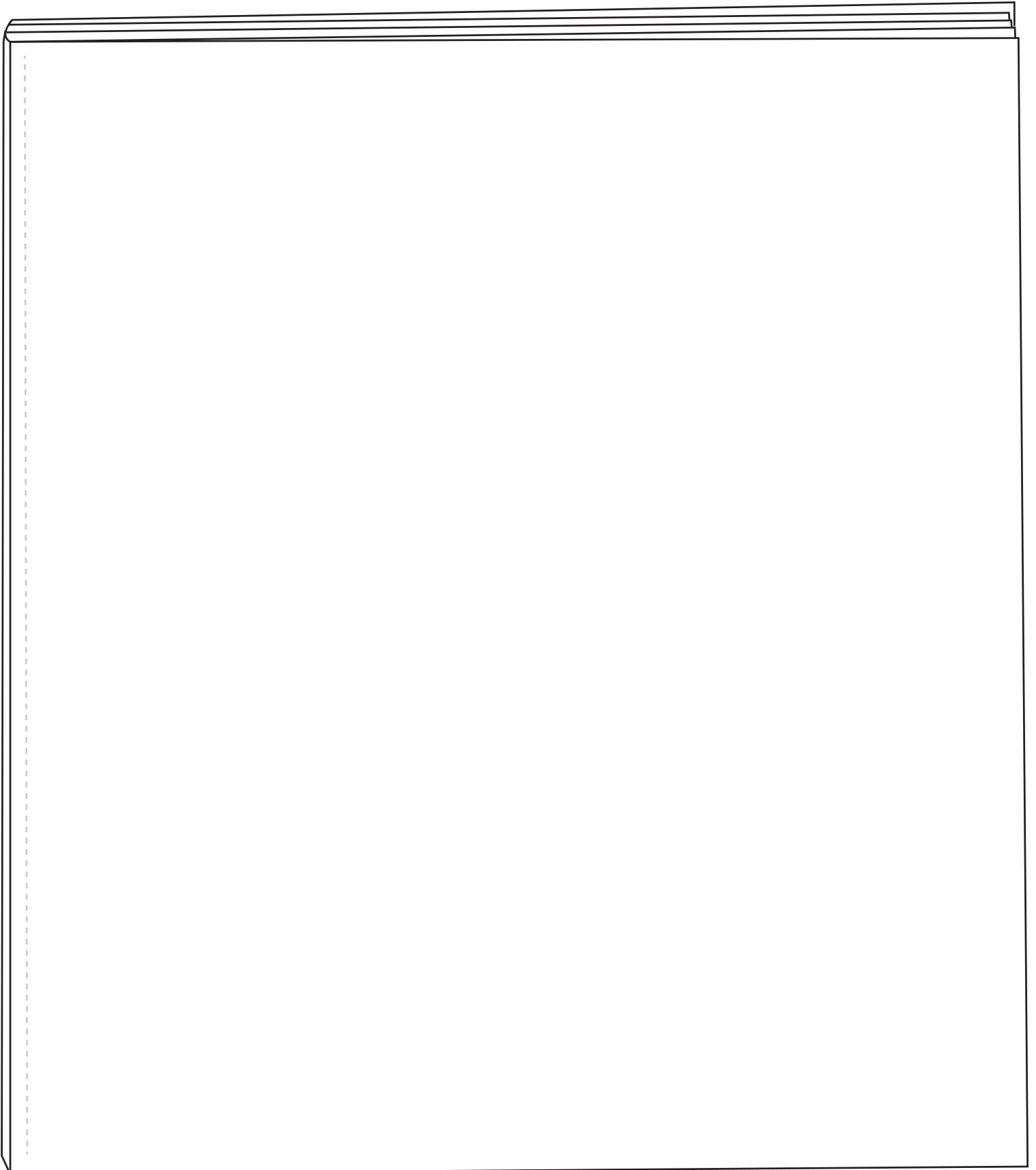
Find the Words (Sheet D)



Create A Cover (Sheet F)

Name: _____

Create your own cover for the story.



Word Search (Sheet G)

Name: _____

Find These Words:

Question Mark

Words

Punctuation

Read

Quotation Mark

Period

Exclamation Point

Colon

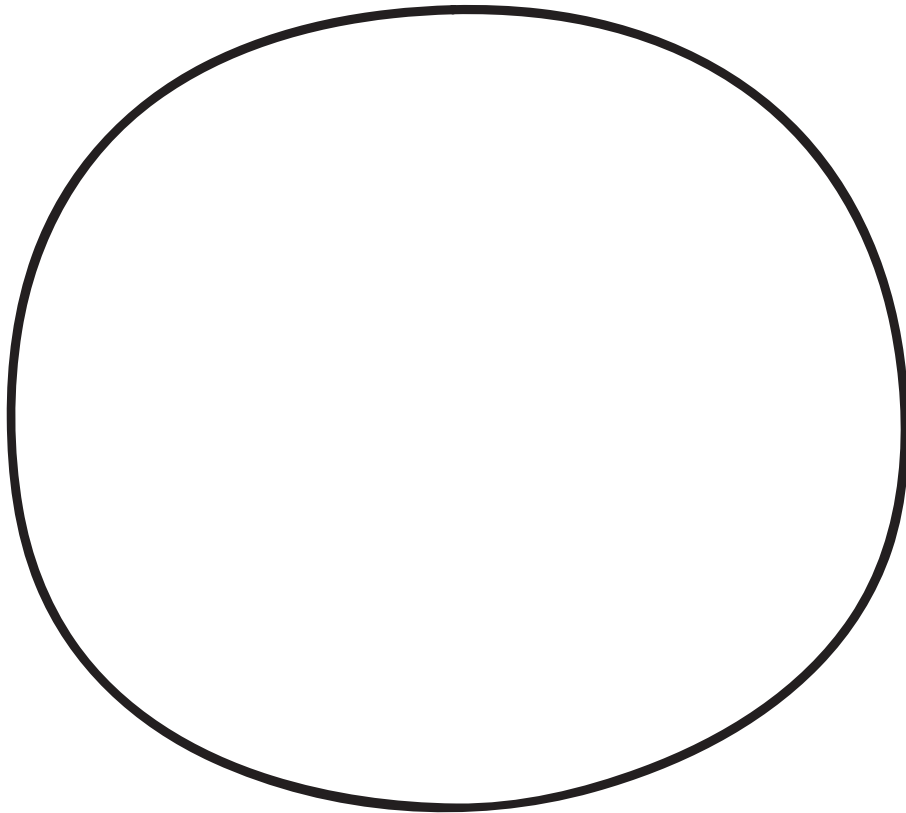
Parentheses

D A V M S Q K C U A Q J L F Q I
B S K A P M U Y V L U P A M U Z
W X E O U Y B W E H E Y Z H O P
O I F E N A N Q A E S J S R T A
R B A Y C W R U T K T A K T A R
D J U N T O S N Q L I M U I T E
S X C Q U N P C O L O N V Y I N
F D G J A J M Z K W N P N X O T
R E A D T D F Y S U M Q B Y N H
T I S Z I O C B N E A I J C M E
P E R I O D X A W A R K E W A S
H O S W N Z B H N Y K Y I G R E
Y E L R Y E R O D I B S Y L K S
A R O T F U E F E N G A T H E A
E X C L A M A T I O N P O I N T

Draw Your Own Character (Sheet H)

Name: _____

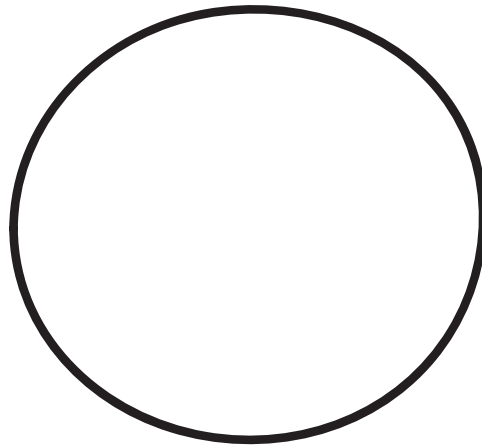
Create your own character for Period. Don't forget to add a fun face, accessories, or even a background.



Draw Your Own Character (Sheet H)

Name: _____

Create your own character for Question Mark. Don't forget to add a fun face, accessories, or even a background.



Draw Your Own Character (Sheet H)

Name: _____

Create your own character for Exclamation Point. Don't forget to add a fun face, accessories, or even a background.

