

PEACHTREE POINTERS

SUGGESTIONS FOR TEACHERS AND LIBRARIANS

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The Book of Shadowboxes: A Story of the ABC's

Written and illustrated by Laura L. Seeley

Hardcover ISBN: 978-0-934601-65-8 / \$17.95

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9 x 12 inches / 64 pages / Full color

Picture Book / Fiction, Ages 4-8

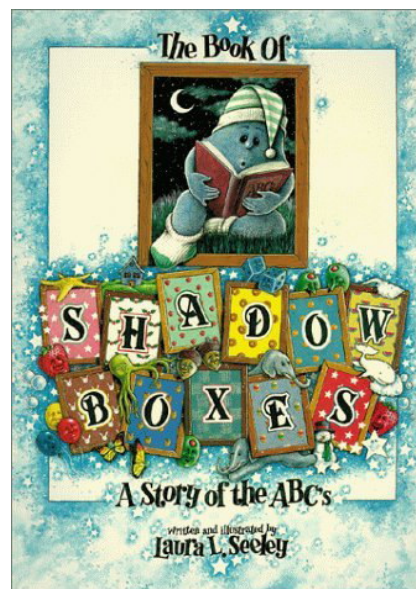
About the Book

Welcome to Laura Seeley's enchanting world of shadowboxes, where the ABC's spring magically to life. Each shadowbox is filled with richly colorful creatures, objects, and people drawn in Seeley's intricately engaging style. From smiling acorns and alphabet stew to zany old zeroes with nothing to do, the vibrant illustrations and bouncing verses delight and instruct. As a special treat, a little guide, Shadow, follows each letter and poses an intriguing mystery to solve in every shadowbox. At the back of the book, Seeley also provides a key to all the other hidden treasures collected in the shadowboxes.

A challenging, find-the-object book that will keep children interested long after they've mastered their ABC's, THE BOOK OF SHADOWBOXES is a book to be handed down and treasured for generations.

Themes

Alphabets	Fantasy
Rhyming words	Imagery/Art
Beginning letters	Poetry



Award

📖 1990 Georgia Author of the Year for Juvenile Literature (Illustration)

Praise for the Book

"An intriguing find-the-object book...will certainly occupy a child's searching mind."
—School Library Journal

Before You Read

Talk to the children about the format of the book: a poem for each letter of the alphabet, multiple pictures beginning with each letter of the alphabet, hidden objects on each page, the key to hidden objects in the back of the book. Point out that even the dedication page is written in rhyme. Tell students this book may be used as an ongoing alphabet lesson and a page will be read at the beginning, middle, or end of a lesson on the particular day the letter is studied.

GENERAL DIRECTIONS FOR THE USE OF THIS BOOK:

- Use the book to introduce or enrich the lesson on the letter your class is studying each day/week.
- Verses may be used for penmanship practice. The activity will not only give students practice with their writing, it will give them additional exposure to delightful verse.
- Extended practice. Begin the penmanship lesson by having the students write the letter in the air using exaggerated movements to teach the direction of writing the letter correctly.
- Show the correct way to sign a letter using sign language.
- Select favorite verses from the book and give children copies of them. Practice reading the poems aloud. You will be surprised at how quickly children will learn them.

GENERAL LESSONS FOR EACH LETTER:

- Have students brainstorm a list of words that start with a particular letter. Write words on chart paper. (You may also write words on a piece of butcher paper that is in the shape of a word that starts with the letter. Example- Letter A: Cut out an enlarged apple pattern using red paper and write the words on this piece of paper.)
- Have students choose 5-20 words from the chart to write on their paper. (Students may have smaller paper patterns to write their words on. Example- Have apple shaped patterns for students to trace on paper and cut out. Next have them write the words on the pattern paper or have them list the words alphabetically with a partner or in a group. Then have them cut around the word and paste it on the apple pattern.) This activity will need to be modified depending on the age/grade level of the students.
- Hang chart in room to create a word wall. Students may refer to this area of the wall to help spell words as they work through the writing process throughout the year.

- Play ABC Bingo using words from generated list.
- Have students stamp out words from the list using a stamp pad and letter impressions kit.
- Have students fold a piece of paper into four to eight squares. Choose four to eight different words from the generated list and write a word in each box. Define, create a sentence, and/or illustrate the word in the box.
- **Poem telling:** Say favorite verses together while standing and making appropriate gestures. For each letter, you may want to have the student or students whose name begins with that letter read or lead a class activity.
- **Hidden objects:** Have a designated time and length of time when children can come to your desk and show you hidden objects they have found in the book. They must make complete sentences, i.e. "Here is the saxophone I found."
- Let children choose three hidden objects that interest them and tell the class one interesting fact about each.
- Have a "Hidden Objects" contest: You would probably need to make copies of a few pages for this activity. Divide the class into two teams. Instruct the children to turn to a certain page, "w" for example. They are to read Shadow's question, find the object, and raise their hand. The team that is first to find the hidden object gets the point. At the end of ten minutes, the team that has found the most objects will be recognized and/or rewarded.
- Let children select the hidden object on the page of their choice and write about it in their journals or make up a short poem about it.
- Copy a page from the book and have students color in or circle the hidden objects. (Book also available in coloring book format.)
- Sing poems to the tune of "Skip to my Lou."

LETTERS OF THE ALPHABET: ACTIVITIES FOR EACH LETTER.
(ACTIVITIES CAN BE DONE DAILY OR WEEKLY.)

Please note: These activities will need to be modified to meet specific needs. Choose the activities that are appropriate for your students.

<p>A. Make apple art: Using a simple apple pattern, have students trace around pattern, cut out shape, and fill in using tissue paper or pieces of torn construction paper. Serve apple chips or slices as snacks. Note: “a” is the first vowel as well as the first letter of the alphabet. <i>Discuss vowels.</i></p>
<p>B. Discuss the different stages of a butterfly’s life. Draw a butterfly and color in the different parts with various colored crayons/pencils/markers. Have bread and handmade butter for a snack. To make butter, put heavy whipping cream and a little sugar or salt into a small jar and have the students take turns shaking vigorously. Ingredients will take approximately 10-15 minutes to change into butter.</p>
<p>C. Review what children learned about caterpillars when you did the lesson on the letter “B.” Make a ‘class caterpillar’ by having each child decorate a section of it and then hang together on a wall. This activity can be started at the beginning of the year with numbered colored circles. Each day, add the day’s number to the caterpillar and count the parts. On every fifth and tenth number, change to a different color to help the students see groups of fives and tens. Count by ones, twos, fives and tens using the caterpillar. Have chocolate chip cookies or Cheerios for a snack.</p>
<p>D. Learn facts about Dalmatians or dogs in general. Have doughnuts for the day’s snack.</p>
<p>E. Discuss e-mail. Write a letter to another class; show students the process of which icons to choose to send the letter. Allow one child to press the “send” icon. Have eleven pieces of whatever food you choose. Example- Eleven walnuts. Or eat eggs, enchiladas, or empanadas. Note: “e” is the second vowel in the alphabet. <i>Review vowels.</i></p>
<p>F. Teach a simple lesson on frogs. Point out the frog’s body parts. Create a story with a frog as the main character. Draw a simple frog face on green construction paper and paste on a brown paper bag to make a frog puppet. Teach a simple lesson on fractions. Invite a flutist to play for the class. Try figs or Fig Newton cookies for a snack.</p>
<p>G. Invite a guitarist to visit your classroom and play the guitar for the children. Write a song’s lyrics with the students and have them sing it to a familiar tune. Talk about the differences between words with hard “g” and soft “g” sounds. Have granola bars or graham crackers for a snack.</p>
<p>H. Talk about different homes where people live. Using colored construction paper, have students draw simple rectangle/square homes and group together on a wall. You may paste the house shapes on all four sides of shoeboxes to make three-dimensional houses. Put them together like in a community. Using butcher paper, have students create roads and name streets to set the homes on. Try hummus on crackers for a snack. Give each child a Hershey Kiss chocolate.</p>
<p>I. Teach facts about islands. Give each child one large piece of blue construction paper and a small piece of green construction paper. Have students cut out an irregular circular or oval-like shape and paste it somewhere on their blue paper. Example, have students write facts about islands around the green paper. Have a scoop of ice cream for a treat. Note: “i” is the third vowel in the alphabet. <i>Review vowels.</i></p>
<p>J. Count and sort jelly beans or juju beans. Jump rope saying the alphabet to see who can get the furthest through the alphabet. Make paper jellybeans and display on the wall with a thin rope around them to resemble jellybeans in a bag. Discuss and show a jumping bean. Put together a jigsaw puzzle. Have jellybeans for a treat.</p>
<p>K. Discuss facts about kangaroos. Talk about the kangaroo’s ability to hop long distances, its size and shape. Compare it to other animals. Measure the children’s own hopping distance and make a ‘hop distance chart’ along the hallway. Show their distances compared to a kangaroo’s. Kids love keys! Make up a story about a magical key. Make key rubbings using pencils or crayons. Have students sort a group of keys by color or head shape. Have kiwi fruit for a snack. Discuss the shape, skin, color, and taste of this fruit.</p>
<p>L. Teach a lesson on ladybugs. Make a simple ladybug using black and red paper. Make paper lollipops using tightly rolled paper for the stick and a circular piece of colored construction paper for the candy top. Sort real lollipops and graph by color. Have lollipops as treats.</p>
<p>M. Make a picture using macaroni noodles. Sort and play a game of marbles. Have marshmallow treats or mini muffins for a snack.</p>

N. Make a “Name” poster. Write your name in the middle of a large sheet of paper and all around your name draw or glue magazine pictures of things that are special to you. Share posters. Teach a lesson on nouns. Teach a lesson on nickels. Have nacho chips for a snack.

O. Discuss opposites. Play an opposite game by having students think of an opposite for the word you give them. Have oatmeal cookies for a snack. *Note: “o” is the fourth vowel in the alphabet. Review vowels.*

P. Discuss facts about polar bears. A polar bear’s nose is black. Play pin the nose on the polar bear (a version of pin the tail on the donkey). Play with pinwheels. Make papier-mâché items. Teach a simple lesson on pronouns. Write a letter to your principal or to the president. Discuss prefixes. Paint a picture. Have pretzels, pears, popsicles, or pineapple for a snack.

Q. Bring some quilts from home and share with the students. Have children design their own quilt squares and put together to make a class quilt. Teach a lesson on quotation marks or question marks. Quench thirst with a snack drink.

R. Define “rhyming words”—words that sound alike at the end. Make a list of words that rhyme. Create a rainbow. Have students write a pair of rhyming words on a raindrop and put around the rainbow. Have raisins for a snack.

S. Teach a lesson on the seasons. Give students one large piece of white construction paper and have them fold it in half twice. Unfold the paper to reveal four boxes. In each box, write one season— summer, winter, spring, and fall. Students will then illustrate a picture for each season. Have sesame seed crackers for a snack while watching an episode of Sesame Street. Sunflower seeds are another option for a snack.

T. Teach a few facts about the history of the Teddy Bear. (This information is available on our website at <http://www.peachtree-online.com/storykits.aspx>, in the Explore-A-Story kit on the book THE BOY WHO THOUGHT HE WAS A TEDDY BEAR.) Find out which U.S. President the teddy bear was named after (Theodore Roosevelt). Have the children bring their favorite Teddy Bear to class to share. Have Teddy Graham cookies for a snack. Teach a simple lesson on time.

U. Have students make an umbrella using a simple pattern. Color in each section with a different color and write three names of objects that could be that color inside the color area. (You may want the students to write the words on a different piece of paper and glue them to the color section.) Example- Red section could have the words apple, cherries, and shoes. If students cut out the paper in raindrop shapes (a circle with a slight tail), they can have droplets of rain on the outside of the umbrella. Invite a guest to play the ukulele. Eat an Ugli fruit for a snack. (Or maybe just have one to share.) *Note: “o” is the last real vowel in the alphabet. Review all vowels.*

V. Review vowels by playing vowel bingo. Invite a violinist to play for your class. Have a vegetable snack.

W. Have students make slices of paper watermelon using green, red, and black paper. Cut red and green paper in half circles and paste together with small black ovals for seeds. Have students write five to ten words at the bottom of the melon that describes how it tastes, smells, and feels. They may also write a sentence in this area instead of just description words. Have watermelon for a snack.

X. Learn what x-rays are and why it is sometimes necessary to have them. Put students into two groups. Play group tic-tac-toe by asking each group a question and having them place their “x” or “o” in the game. Let the “x’s” go first. This can be a fact and opinion game where different statements are made about the x-ray process and machine and students have to decide if it is fact or opinion. Group with correct answer gets to make the next move in the game. Have some Dem Bones skeleton candy for a treat. (Candy can usually be found in stores in the month of October.) If using candy, have students sort and graph their candy pieces.

Y. Let children measure each other with yarn. Cut the yarn according to their heights and tape their name on the yarn to graph. Play Twenty Questions where students ask up to twenty questions about something the teacher or another student is thinking and can only be answered with “yes” or “no.” Have yogurt-covered raisins and peanuts for a snack. *Note: “y” can sometimes be used as a vowel. Remind children that words must have a vowel, even if it is y, as in the word ‘fly.’*

Z. Make a list of animals that can live in a zoo. Ask students to choose one animal to research and do a brief report on. Students can write three to five facts about their animal of choice and draw a picture. Have students share their information by doing a mini presentation. Have animal crackers for a snack.

Supplemental Reading For Letter Lessons:

A. <i>Apple Picking Time</i> by Michele Benoit Slawson; <i>The Seasons of Arnold's Apple Tree</i> by Gail Gibbons; <i>Ten Apples Up on Top!</i> by Dr. Seuss
B. <i>From Caterpillar to Butterfly (Let's-Read-and-Find-Out Science 1)</i> by Deborah Heiligman; <i>Good Night, Sweet Butterflies: A Color Dreamland</i> by Dawn Bentley; <i>Caterpillar Spring, Butterfly Summer</i> by Susan Hood; <i>Herman and Marguerite: An Earth Story</i> by Jay O'Callahan; <i>A Place for Butterflies</i> by Melissa Stewart
C. <i>Peterson First Guide to Caterpillars of North America (First Guide)</i> by Amy Bartlett Wright
D. <i>McSpot's Hidden Spots</i> by Laura Seeley; <i>Harry the Dirty Dog</i> by Gene Zion; <i>Duck for President</i> by Doreen Cronin
E. <i>I've Got Mail!</i> by Robert Messinger; <i>Arthur and the Pen-Pal Playoff</i> by Marc Brown
F. <i>About Amphibians: A Guide for Children</i> by Cathryn Sill, John Sill; <i>From Tadpole to Frog (Let's-Read-and-Find-Out Science 1)</i> by Wendy Pfeffer; <i>Jump, Frog, Jump!</i> by Robert Kalan; <i>Growing Frogs (Read and Wonder)</i> by Vivian French; <i>A New Frog: My First Look at the Life Cycle of an Amphibian (My First Look at Nature)</i> by Pamela Hickman; <i>Flora the Frog</i> by Shirley Isherwood; <i>Gilbert de la Frogponde</i> by Jennifer Rae
G. <i>Guitars: From Start to Finish (Made in the U.S.A.)</i> by Samuel G. Woods
H. <i>Houses and Homes (Around the World Series)</i> by Ann Morris; <i>The Napping House</i> by Audrey Wood; <i>Rosa's Room</i> by Barbara Bottner
I. <i>The Little Island (Dell Picture Yearling)</i> by Golden MacDonald
J. <i>Lucas and His Loco Beans: A Tale of the Mexican Jumping Bean</i> by Ramona Moreno Winner
K. <i>Does a Kangaroo Have a Mother, Too?</i> by Eric Carle; <i>What Do You Do With a Kangaroo?</i> by Mercer Mayer; <i>The Three Golden Keys</i> by Peter Sis
L. <i>A Ladybug's Life (Nature Up close)</i> by John Himmelman; <i>Ladybug's Winter Home</i> by Kathleen Weidner Zoehfeld; <i>Ten Little Ladybugs</i> by Melanie Gerth
M. <i>Arthur Loses His Marbles: A Marc Brown Arthur Chapter Book 31</i> by Marc Brown; <i>Toby Counts His Marbles</i> by Cyndy Szekeres
N. <i>Chrysanthemum</i> by Kevin Henkes
O. <i>All Around the Apple Tree: A Story About Opposites</i> by Karen Viola; <i>Wake Up Baby Bear!: A First Book About Opposites</i> by Tiphonie Beeke
P. <i>Polar Bears</i> by Gail Gibbons; <i>Polar the Titanic Bear</i> by Daisy Corning Stone Spedden; <i>Polar Star</i> by Sally Grindley
Q. <i>The Keeping Quilt</i> by Patricia Polacco; <i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson; <i>The Quilt Story</i> by Tony Johnston, Tomie dePaola; <i>The Patchwork Quilt</i> by Valerie Flournoy, Jerry Pinkney
R. <i>Planting a Rainbow</i> by Lois Ehlert; <i>What Makes a Rainbow?: Pop-Up</i> by Betty Ann Schwartz; <i>A Rainbow of My Own</i> by Don Freeman
S. <i>Sunshine Makes the Seasons (Let's-Read-and-Find-Out Science)</i> by Franklyn M. Branley; <i>The Reasons for Seasons</i> by Gail Gibbons; <i>About the Seasons (We Both Read)</i> by Sindy McKay
T. <i>The Boy Who Thought He Was a Teddy Bear</i> by Jeanne Willis; <i>The Legend of the Teddy Bear</i> by Frank Murphy; <i>Famous Bears and Friends: One Hundred Years of Teddy Bear Stories, Poems, Songs, and Heroics</i> by Janet Wyman Coleman
U. <i>Yellow Umbrella</i> by Jae Soo Liu; <i>The Umbrella</i> by Jan Brett
V. <i>Zin! Zin! Zin! A Violin</i> by Lloyd Moss; <i>Meet the Orchestra</i> by Ann Hayes; <i>The Bat Boy & His Violin</i> by Gavin Curtis
W. <i>Icy Watermelon/ Sandía Fría</i> by Mary Sue Galindo; <i>Watermelon Day</i> by Kathi Appelt; <i>One Watermelon Seed</i> by Celia Barker Lottridge
X. <i>Jessica's X-Ray</i> by Pat Zonta; <i>The X-Ray Picture Book of Amazing Animals (The X-Ray Picture Book)</i> by Gerald Legg; <i>Clatter Bash!</i> by Richard Keep
Y. <i>Farmer Brown Shears His Sheep: A Yarn About Wool</i> by Teri Sloat
Z. <i>Going to the Zoo</i> by Tom Paxton; <i>My Trip to the Zoo</i> by Mercer Mayer; <i>My Visit to the Zoo</i> by Alikei

After You Read

Collect books by Laura L. Seeley and books she has illustrated for your children to Explore. Consider composing a class letter to Ms. Seeley.

ABOUT THE AUTHOR/ILLUSTRATOR



Laura L. Seeley, a native of Andover, Massachusetts, holds a degree in fine arts from the Rochester Institute of Technology. She has written and illustrated three books, including *THE BOOK OF SHADOWBOXES: A STORY OF THE ABC'S* (for which she was named Georgia Author of the Year for Juvenile Literature in 1990); *THE MAGICAL MOONBALLS* (for which she was named Georgia Author of the Year for Juvenile Literature in 1992); and *MCSPOOT'S HIDDEN SPOTS: A PUPPYHOOD SECRET*. She has also illustrated *AGATHA'S FEATHER BED: NOT JUST ANOTHER WILD GOOSE STORY* by Carmen Agra Deedy; *CHRISTMAS AND THE OLD HOUSE* by Tom T. Hall; and *CATS VANISH SLOWLY* by Ruth Tiller. Seeley lives in California.

Other Peachtree books written and/or illustrated by Laura L. Seeley:

- ❖ *CATS VANISH SLOWLY*
- ❖ *AGATHA'S FEATHER BED / UN COLCHÓN DE PLUMAS PARA ÁGATA (SPANISH EDITION)*
- ❖ *MAGICAL MOONBALLS, THE*
- ❖ *MCSPOOT'S HIDDEN SPOTS*

We have authors and illustrators who visit schools and libraries! For information regarding author appearances, please contact our Marketing Department at 404.876.8761 x111 or hello@peachtree-online.com.

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