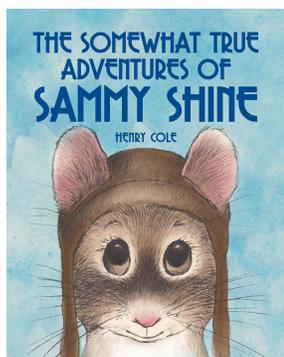


TEACHER'S GUIDE



The Somewhat True Adventures of Sammy Shine

Written and illustrated by Henry Cole

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Ages 8–12

Lexile • F&P • GRL S; Grade 4

ABOUT THE BOOK

When Sammy Shine's plane takes off unexpectedly, he ends up in a whole new world; no longer does he live in comfort in his shoe box in Hank's room. Now he's lost in the woods, with no way to get home, and a dangerous enemy. Fortunately, a group of new friends, including a mouse, an injured crow, a newt, and a shrew, will help him find and repair his plane so he can try to get back home.

THEMES

Friendship | Adventure | Learning lessons
Kindness | Action | Fantasy

BEFORE YOU READ

The following activities will reinforce these skills: read, record, and discover. You can do the activities together as a class or ask each student to do them individually.

- Draw three columns on a piece of chart paper. (Leave the last column empty until the book has been read.)
- Ask the students to look at the cover of the book and predict what they think will happen in the book. Record responses in the first column of the chart paper. **CCSS.ELA.RL.1, 2**

- Take your students on a picture walk through the book. Have them predict what might happen in the book and record these predictions in the second column on the chart paper. Draw out inferences based on images. Are the predictions different from the cover predictions? **CCSS.ELA.RL.1, 2**

AS YOU READ

- Read the book chapter by chapter, stopping after each chapter for reflection and questions. The students will answer two questions per chapter. (See list of questions starting on page 2 of this guide.) **CCSS.ELA.RL.1, 2, 3, 6, CCSS.ELA.SL.1, 2, 3**
- Give each student some post-it notes to document changes in predictions. The children should cite pages to place in the third column on the chart. **CCSS.ELA.RL.2**
- Collect new vocabulary words. Make a list of them on the chalkboard. Continue to add to the list as you read. **CCSS.ELA.RL.4**

AFTER YOU READ

- Discuss what your students discovered after reading the book. How did their opinions change from the beginning of the story to the end? Take a look at the

MEETING THE STANDARDS

The activities in this guide directly address a variety of standards across the curriculum. Following each activity, you'll find an abbreviation for the standard(s) it supports. For a complete list of the Common Core Math and English Language Arts Standards addressed, please see page 4.

post-it notes on the chart paper and talk about the differences. **CCSS.ELA.RL.5, 6**

- At the beginning of each chapter there is a picture. Ask students how each picture represents the chapter.
- Discuss the questions at the end of each chapter. (See Discussion Questions by Chapter below.) Ask if anyone would like to share his/her thoughts. **CCSS.ELA.SL.1, 2, 3**

DISCUSSION QUESTIONS BY CHAPTER

Chapter 1:

1. What do you think of the name of the plane *Spirit of Sammy*? What would you have named the plane?
2. Hank told Jimmy that Sammy was out. How do you think Hank felt?

Chapter 2:

1. What do you think Hank felt when he realized that the lump in the shoe box was just a wadded-up piece of paper?
2. Do you think Jimmy made the right decision in taking Sammy without Hank's permission?

Chapter 3:

1. How did Sammy know to pull on the metal bar in the plane?
2. How did Sammy feel while flying the plane?

Chapter 4:

1. Sammy encountered many new things in this chapter. Name a few of the new things he encountered.
2. "The hairs along Sammy's spine tingled." What does that mean? Has there ever been a time when the hairs along your spine tingled? Share your thoughts.

Chapter 5:

1. The head mouse asked if Mustela sent Sammy to them. Do you think Mustela is nice? Why or why not?
2. Sammy's heart did "a little flip" in this chapter. Explain.

Chapter 6:

1. Why didn't Sammy tell the other mice that he wasn't magic? Why did he let them believe that he was?

2. Phoebe smiled and raised an eyebrow at Sammy. What do you think she was thinking? Share your thoughts.

Chapter 7:

1. Why did Sammy's mind keep wandering during the performance? What was he feeling?
2. What kind of an animal is Digger? Research. List three facts about this animal.

Chapter 8:

1. Why does Mustela want to take over the woods?
2. The chapter ends with a question: what next? What do you think is going to happen next?

Chapter 9:

1. When Sammy was falling asleep that first night, he felt a little homesick. Define homesick. Have you ever felt homesick? When?
2. Sammy confessed to Phoebe that he was not magical. How do you think that made him feel?

Chapter 10:

1. What clues made Sammy and Phoebe think that someone took their plane?
2. Why didn't Sammy want anyone to come with him? What do you think will happen?

Chapter 11:

1. Why can't the crow fly? Would he like to fly?
2. What do you think Sammy would say describing the "wonders of an airplane"?

Chapter 12:

1. Why does everyone call Blackie "Nose-Dive"?
2. When Sammy asked Grace to join them in the search for Goggles, what was her reaction? Find the answer in the text.

Chapter 13:

1. How did Grace feel when Sammy suggested that she pick her slice of the earthworm first?
2. Why did Sammy say that the little group was becoming a family? How were they becoming a family? Please give examples.

Chapter 14:

1. Why did Phoebe look embarrassed when Sammy asked her if Osmund knew that she had come to look for Sammy?

- Sammy described all of his new friends in such a nice, positive way. How do you think his friends felt about that? Do you agree with his descriptions?

Chapter 15:

- Why did Mustela kidnap Sammy?
- Who saved Sammy? How?

Chapter 16:

- How did the animals find Sammy? Who rescued him?
- The animals got a little turned around in the woods. How did they decide which way to go to continue their journey?

Chapter 17:

- When the animals walked into Goggles's house, he was so absorbed in what he was doing that he didn't see them. Have you ever been so absorbed in something you didn't know what was going on around you? When?
- How do you think Sammy felt when he saw the *Spirit of Sammy* at Goggles's house?

Chapter 18:

- Why did the skink warn the animals about Mustela?
- Phoebe had to make a very difficult decision about leaving the woods. Would you have made the same decision? Why or why not? Explain your answer.

Chapter 19:

- Do you think it was a good idea to use Sammy's helmet as bait for the trap? What else could they have used?
- How was Phoebe feeling when she said, "Maybe this is a bad idea"? Why?

Chapter 20:

- The friends used teamwork to get home. How did each of the animals contribute to their escape from Mustela?
- What did you think about the plane landing in the middle of the parade? Do you think that was the best place for a landing? Why?

Chapter 21:

- How do you think Hank and Jimmy must have felt when they saw the *Spirit of Sammy* land?
- If you were Jimmy, what would you think had happened to Sammy?

Chapter 22:

- Do you think Jimmy and Hank knew that it was the *Spirit of Sammy* that was flying over them?
- What kind of adventures do you think the friends will have next?

CLASSROOM ACTIVITIES**LANGUAGE ARTS**

- Ask students to use one adjective to describe each of the following characters: Sammy, Phoebe, Blackie, Grace, and Peewee. **CCSS.ELA.L.1**
- Discuss with the class if there is anything within the story that students connect with? Have students write about a time when they felt the same way as one of the characters in the book. **CCSS.ELA.W.1, CCSS.ELA.L.1, 2**
- When finished with the book, instruct students to choose two of the new vocabulary words. Ask them to use each word in a sentence. **CCSS.ELA.FS.2, 3, CCSS ELA.L.1, 2**

SCIENCE

- In small groups, have students research an animal that was mentioned in this book and share their findings with the class. They can also create a diorama placing the animal in its natural habitat. **CCSS.IT.1, 2, 3, 5, 9**
- As a class, identify vegetation that might grow beside a "small trickling stream." Have children research a flower or plant that might be found there. Be sure they include what that plant or flower needs to thrive (sunlight, soil, etc...). Have them draw a picture of their plant or flower and label it. **CCSS.IT.2, 3, 7**

ENGINEERING

- Create a makerspace in your classroom. The maker movement in education is built upon the foundation of constructionism, which is the philosophy of hands-on learning through building things. Send a letter home to parents asking for the following: tubes, bottle caps, wire, clothespins, plastic bottles, etc. The children will have a vested interest in using this space because of their donations. **STEAM**
- Have students create an aviation vehicle using the tools in the makerspace. Once they have created something, then they can work with a partner. Have partners make a Venn diagram, discovering what is the same and what is different about each vehicle. **STEAM**

MATH

- Ask the students to create a division and/or multiplication word problem using all five friends. Share the problems with the entire class. **CCSS.MATH.OA**
- Ask the class to create a list of mathematical words on chart paper. Tally up how many times in the story a mathematical word is used. Which word was used the most? Which word was used the least? Draw a bar graph to represent the data collected. (Examples: added, divided) **CCSS.MATH.MD**

ART

Make a map of the Great Woods, creating the path that the friends journeyed on. Be sure to label the different areas and include a compass rose. **CCSS.SL.4, 5, 6**

SOCIAL STUDIES

- Choose a famous aviator to research. Here are some examples:
 - Amelia Earhart
 - Charles Lindbergh
 - Orville and Wilbur Wright
 - Bessie Coleman
 - Buzz Aldrin
- Create an acrostic poem based on the facts that you discover about aviation. **CCSS.IT.1, 2, 5, 7**

**ABOUT THE AUTHOR**

Henry Cole is the illustrator of many beloved picture books and novels for children, including his own *A Nest for Celeste*, *Spot, the Cat*, and *Big Bug*, as well as *Three Hens and a Peacock* and *Prairie Chicken Little*. He lives in Virginia.

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THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:
COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS

- Reading Literature #1, 2 & 3: Identifying Key Ideas and Details
- Reading Literature #4, 5 & 6: Craft and Structure
- Speaking and Listening #1, 2 & 3: Comprehension and Collaboration
- Speaking and Listening #4, 5 & 6: Presentation of Knowledge and Ideas
- Writing #1: Text Types and Purposes
- Language #1 & 2: Conventions of Standard English
- Foundational Skills #2: Phonological Awareness
- Foundational Skills #3: Phonics and Word Recognition
- Reading Standards for Informational Text # 1, 2, 3, 5, 7 & 9: Key Ideas and details, Craft and Structure and Integration of Knowledge and Ideas

COMMON CORE FOR MATH STANDARDS

- Operations & Algebraic Thinking 3 & 4
- Measurement & Data 3 & 4

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prepared by Meagan Lenihan

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