

“A wonderful tale. . . A complete original.”
—James Patterson, #1 *New York Times* bestselling author

the ISLAND of DR. LIBBRIS

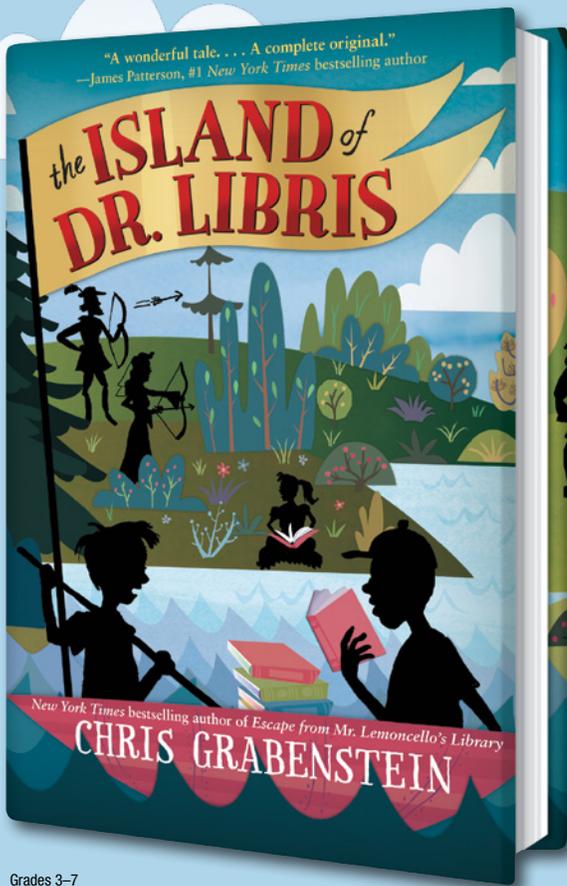


New York Times bestselling author of *Escape from Mr. Lemoncello's Library*

CHRIS GRABENSTEIN

EDUCATORS' GUIDE

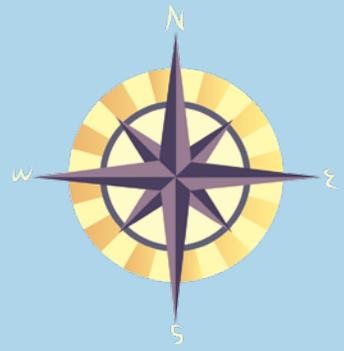
INCLUDES COMMON CORE STATE STANDARDS CORRELATIONS



Grades 3–7
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ABOUT THE BOOK

Chris Grabenstein celebrates the power of imagination with this action-packed adventure that shows that sometimes the real story starts after you close the book!



What if your favorite characters came to life? Billy's spending the summer in a lakeside cabin that belongs to the mysterious Dr. Libris. But something strange is going on. Besides the security cameras everywhere, there's Dr. Libris's private bookcase. Whenever Billy opens the books inside, he can hear sounds coming from the island in the middle of the lake. The clash of swords. The twang of arrows. Sometimes he can even feel the ground shaking. It's almost as if the stories he's reading are coming to life! But that's impossible . . . isn't it?

"Effortlessly
readable and a
whole lot of fun."

—Booklist

PRE-READING ACTIVITIES

Launch in Style

Launch your unit in Grabenstein style. Hide a copy of *The Island of Dr. Libris* somewhere in your classroom and challenge your students to figure out a teacher-generated riddle that will lead them to the book.

Celebrating Books!

In *The Island of Dr. Libris*, books are magical characters that help us experience life more fully. Interpret the Carl Sagan quotation on page 8 as a class: "A book is proof that humans are capable of working magic." Then have students interpret their own favorite quotations about books. Provide a list of quotations that students can choose from, or have students find quotations on the Internet. Students should prepare a one-to-three-minute book talk that connects a book of their choice to their quotation, and then share their talks at a book celebration. Encourage students to keep a list of the magical books they might want to read. Return to some of the book quotations while reading Dr. Libris and afterward.

📍 Correlates to Common Core Anchor Standards CCRA.R.4, CCRA.SL.4

Inside the Lab

Dr. Libris tests his hypothesis by conducting an experiment with Billy as his subject. As the experiment runs its course, Dr. Libris observes and records his lab notes. As a class, review the particular elements of conducting a psychology experiment: ask a question, plan the experiment, identify your subjects, record observations, and write a report detailing the results.

QUESTIONS FOR GROUP DISCUSSION

Take a close look at the first lab note. What important details do you learn from it? What clues does it give about the rest of the book and what might have come before? How would the book be different if the lab notes were not included?

🕒 **Correlates to Common Core Anchor Standards CCRA.R.1, 5**

“[An] entertaining literary romp.”

—*Kirkus Reviews*

How do Billy’s feelings about his parents’ separation change throughout the novel? What causes these changes? What do you think will happen in the relationships among Billy, his mom, and his dad?

🕒 **Correlates to Common Core Anchor Standards CCRA.R.2–3**

Why are Billy and Walter drawn to each other? How are they similar? How are they different? How do they help each other grow?

🕒 **Correlates to Common Core Anchor Standard CCRA.R.3**

Describe the glad game that Pollyanna plays. How can playing this game impact your life for the better? In what situations would you consider playing it? In what ways does Billy incorporate it into his life?

🕒 **Correlates to Common Core Anchor Standards CCRA.R.1–3**

How does Billy respond to Nick Farkas’s bullying behavior? Do you think Billy sets a good example for other young people? Explain.

🕒 **Correlates to Common Core Anchor Standard CCRA.R.1**

Dr. Libris believes that Billy has a special ability that other people do not have. Even Billy realizes near the end of the novel that “maybe he still has it—whatever ‘it’ might be.” What is the “it” that Billy has? Though there may be fantastical elements here, how might this “it” be a special gift in real life? In what ways do you possess this characteristic too?

🕒 **Correlates to Common Core Anchor Standards CCRA.R.1–3**

What assumptions do Billy and the reader make about Dr. Libris throughout the novel? How would you describe his character by the end of the book? Were there any signs that he was this type of man earlier in the story? Explain.

🕒 **Correlates to Common Core Anchor Standards CCRA.R.3–4**

ACTIVITIES

Conflict Control

Grabenstein masterfully weaves characters from many classic and modern children’s books into his novel. Ask students to write their own story using two of these characters. As a class, generate a list of common problems faced by children their age and have them select one problem for the protagonist of their story. Which literary characters from the novel (e.g., Hercules, Maid Marian, Tom Sawyer) possess the just-right qualities to help their protagonist solve his or her problem? How will these two characters help save the day?

🕒 **Correlates to Common Core Anchor Standards CCRA.R.3, CCRA.W.3**

Imagination Nation

Two recurring themes in Grabenstein’s books are the value of creativity and imagination! Challenge your students to imagine and then create something . . . anything . . . in your classroom. Inspire them to think imaginatively and brainstorm ideas for inventions to make someone smile, make someone’s life a little easier, make a positive change in your classroom, your town, your world. There are no limits! Transform your classroom (or school!) into an Imagination Nation to showcase students’ inventions.

Internet Resources to get those theta waves moving:

InventiveKids.com

KidInventorsDay.com/contests.htm

DOGONews.com/2013/5/6/may-is-national-inventors-month

🕒 **Correlates to Common Core Anchor Standards CCRA.SL.1, 4**

Book Game

If there is ever a time to play games with your students, it’s while reading a Grabenstein book! Here is a fun way to let your students strut their literary stuff. Divide the students into four or more teams. Give the students a prompt—a book with wizards, a book with a boy’s name in the title, a book set on an island—and the students make a list of every book they can think of that is true for that prompt (similar to Scattergories). Each team will share its list aloud.

Teams cross off answers that other teams included on their lists, and circle answers that were not mentioned except by them. The team with the most circled answers wins that round.

🕒 **Correlates to Common Core Anchor Standards CCRA.SL.1**

Inkblot to Inkblot

Billy recalls taking a test where he told what he “saw” in the black inkblots. Play Inkblot to Inkblot (similar to Apples to Apples) with your class, where they too can prove just how creative they really are! Divide the class into groups of five, with one student in each group acting as the judge. The judge holds up an inkblot and each student in the group takes turns describing what they see. The more creative and zany, the better! The judge chooses the winner based on originality, and that winner becomes the next judge. This can be a great pre-writing activity to get ideas flowing!

🕒 **Correlates to Common Core Anchor Standards CCRA.W.10**

Text to Text

Creativity and imaginative thinking are key themes in *The Island of Dr. Libris*. With your class, read the fairy tale “The Three Billy Goats Gruff.” Compare and contrast how Billy’s character and the three brother goats use their creativity to overcome the obstacles they face. Discuss how the evidence from the texts supports Grabenstein’s key themes.

🕒 **Correlates to Common Core Anchor Standards CCRA.R.1–2, 9**

Perform It

Billy begins each day with a new adventure ahead of him on the island. As conflicts are resolved and the day ends, readers can envision a curtain coming down on stage and the scene ending. Discuss with your class the different elements of prose and drama. In groups, have your students rewrite their favorite scene from the novel into a stage scene, following standard play formatting (setting, description, stage direction, character name, and dialogue). Perform and digitally record the scenes.

🕒 **Correlates to Common Core Anchor Standards CCRA.R.5, CCRA.W.6**

Learn More

Grabenstein’s books often comment on imagination, game playing, and literature. Explore these topics further by sharing the following DOGOnews articles with your class. Read one or more independently, then discuss, evaluate,

and debate them in small groups, as a whole class, in a fish bowl, or in a series of stations.

Classcraft Makes Learning Fun By “Gamifying” the Classroom: bit.ly/QHfZT4

“Sensory Fiction” Allows You to Read Your Book and Feel It Too!: bit.ly/1uAidpa

Can Playing Video Games Make You More Creative? Hmm . . .: bit.ly/1xiC5uN

Can These Unconventional Playgrounds Make Kids More Creative?: bit.ly/10rCjED

Minecraft as a Mandatory Subject in School? Sweet: bit.ly/1xiCjIB

🕒 **Correlates to Common Core Anchor Standards CCRA.R.6, 8–10, CCRA.SL.1**

Squash Bullying Poetry Slam

Many young people can relate to the bullying that Billy experiences in the novel. Help your students squash bullying by organizing a poetry slam! It may be as simple as a classroom or library slam or more involved, like a school-wide or city-wide slam. Whichever you choose, get your students involved in the slam-planning process. Have your students write anti-bullying poems loaded with details and imagery and go through the revision process with help from their peers. Hold rehearsal time when students can practice speaking their impassioned words aloud, emphasizing particular images and lines for specific effects. When the poems are “slam-ready,” perform away!

Internet Resources:

National Literary Trust on Organizing a Poetry Slam: bit.ly/1pBC325

Examples of poems on bullying from No Bullying Website: NoBullying.com/poems-about-bullying/

TEDEd lesson on becoming a slam poet: Ed.Ted.com/lessons/become-a-slam-poet-in-five-steps-gayle-danley

🕒 **Correlates to Common Core Anchor Standards CCRA.W.4–5, CCRA.SL.6**



COMMON CORE ANCHOR STANDARDS ADDRESSED IN THIS EDUCATORS' GUIDE

READING

CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.

CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

WRITING

CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING

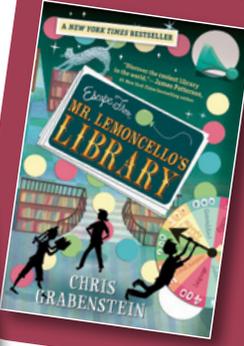
CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



ABOUT THE AUTHOR
CHRIS GRABENSTEIN is the author of the *New York Times* bestseller *Escape from Mr. Lemoncello's Library* and the Haunted Mystery series. He is also the coauthor, with James Patterson, of the #1 bestselling *I Funny*, *Treasure Hunters*, and *House of Robots* series. You can visit Chris at ChrisGrabenstein.com.



Also by Chris Grabenstein:
Teach the book that's on 22 state award nomination lists—and counting!
Escape from Mr. Lemoncello's Library
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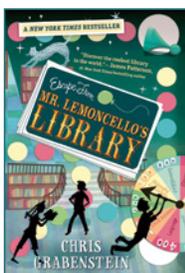
Name : _____

BUT WHAT DO I WRITE ABOUT?

Author Chris Grabenstein has said that most of the ideas for his amazingly magical books have started with him asking “What if . . . ?” Use the chart below to help you brainstorm story ideas. Complete the sentence “What if . . . ?” with ANY questions you may have about your world and beyond. The wackier, the better. A sample one is done for you. When you are finished, ask a partner to read your “What if . . . ?” questions and write down any questions they still have for you. Then write your chosen story idea on the line below.

What if . . . ?	What if . . . ?
What if the moon opened up and there was a whole other species of humans inside with no mouths?	How will they talk to each other with no mouths? How did they get inside the moon? How do they eat?

The story idea I chose:



EDUCATORS:

Reproduce this pre-writing strategy worksheet to use with students.



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