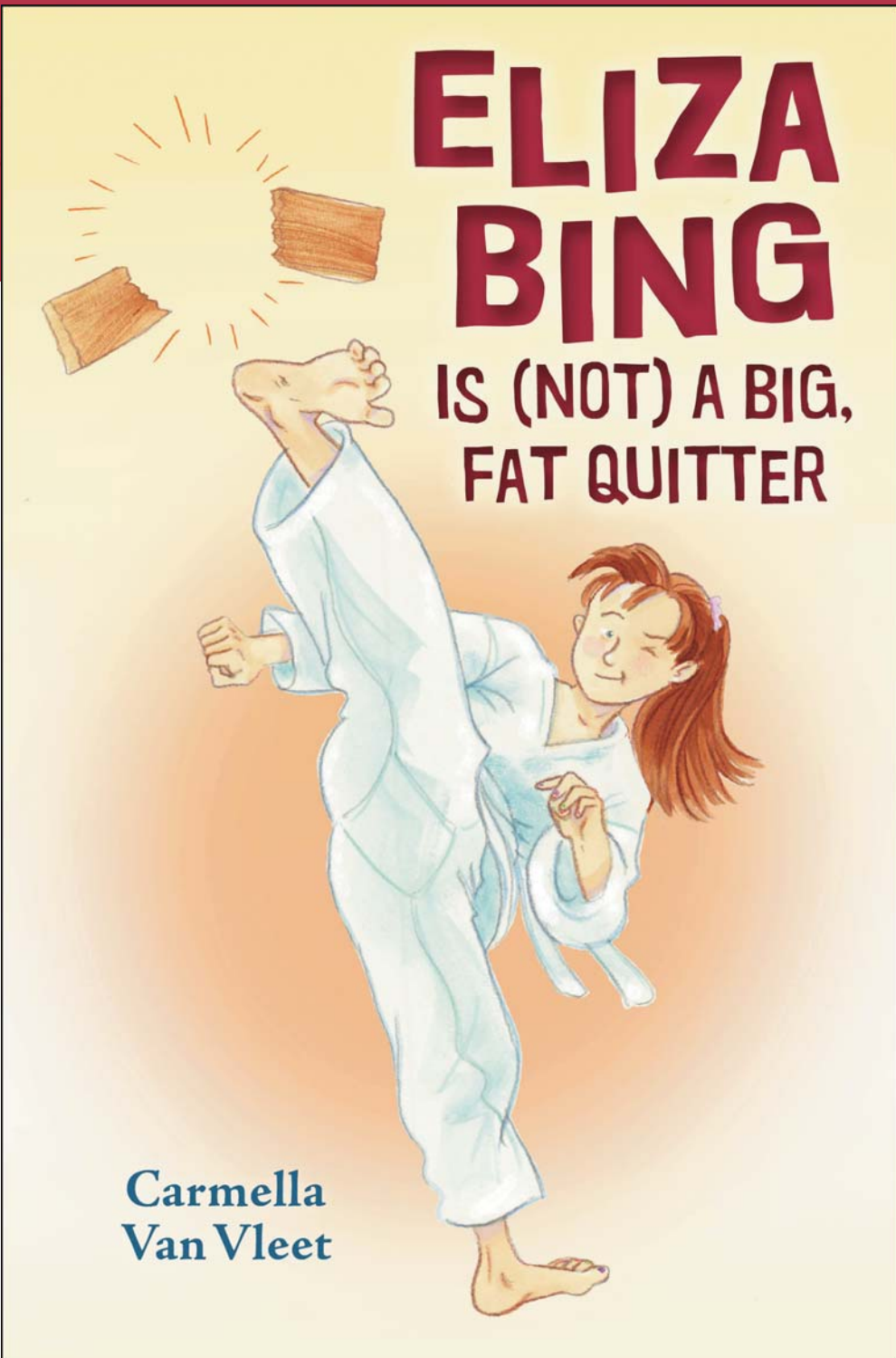


About the Book

Eleven-year-old Eliza has had many hobbies - and most of them haven't lasted very long. After she and her friend Tony create a baking business for a class project, Eliza is certain that cake decorating is her destiny. But her parents insist that the summer "Cakes with Caroline" class is too expensive, given Eliza's history of quickly losing interest in things.

Desperate to show them that she can stick with something, she volunteers to take her brother's unwanted spot in a taekwondo class. At first, Eliza has no interest in martial arts, and taekwondo is a huge challenge for her since she has ADHD. Eliza is tempted to drop out, especially when mean girl Madison shows up in class. Does she have what it takes? Eliza may have set out to prove she's not a quitter, but she discovers something else along the way: her inner ninja.



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Educator's Guide

A Common Core Aligned Comprehension and Activity Guide for
Grades 2 -6

About the Author

Carmella Van Vleet is a former kindergarten teacher and the author of eight hands-on science and history books for children. She lives in Ohio with her husband and has three kids, one normal dog, and a dog who thinks he's a cat.

Despite being a fan of cake decorating shows, the only thing Carmella knows about cakes is that they taste delicious! But as a third degree black belt in taekwondo, she knows all about bowing, learning Korean, wearing scratchy doboks, and taking belt tests. *Eliza Bing is (Not) a Big, Fat Quitter* is her first novel. Visit her online at www.carmellavanvleet.com.



PRE-READINGS QUESTIONS

Introducing

Eliza Bing is (Not) a Big, Fat Quitter

After providing students with a copy of the book, ask them to explore the following questions:

- Based on the front cover, what do you think this book will be about? Who is the main character?
- Read the first page. Who's telling the story?
- Can we tell anything about the tone of the book based on the title alone? Will the story be funny or serious?
- Why is the word "NOT" in parenthesis on the cover?
- Thumb through the book. Do you notice any foreign words in italics? What do you think they will have to do with the story? Make a prediction.

RL 2.1, 2.3, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 5.6, 6.1
L 2.1, 2.3, 3, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1
SL 2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4, 6.1

Comprehension Questions

There are many ways in which these comprehension questions could be integrated. For example:

- As an informal class discussion
- As a group Quiz Bowl/Jeopardy-style activity
- As part of a written quiz
- As an informal one-on-one discussion

RL 2.1, 2.3, 2.5, 2.6, 3.1, 3.3, 4.1, 4.2, 5.6, 6.1
L 2.1, 2.3, 3, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1
SL 2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 4.4, 5.1, 5.3, 5.4, 6.1


Pages 1-30

Whose point of view is *Eliza Bing Is (Not) A Big, Fat Quitter* told from?

What kind of person is Eliza? What does she do that gives us clues?

What kind of shop does Eliza plan to open with Tony?

Who is Sweet Caroline and why does Eliza like her so much?



Pages 1-30 cont.

Why does Tony hang up on Eliza when she calls to talk about taking the cake decorating class together?

What does Eliza's mom do for a living? What is her dad doing? How do these jobs cause problems for Eliza?

What class does Eliza's brother, Sam, quit?

What does Eliza hear while eavesdropping on her parents? How does what her parents say make Eliza feel?

Eliza strikes a deal with her mom and dad. What does she agree to do in order to take the cake decorating class in the fall?

Eliza is part of the "Jitter Lunch Bunch" at school. What challenge do the kids in that group have?

What is the name of Eliza's taekwondo instructor?

What are some things that are hard about Eliza's first taekwondo class?

Pages 31-65

Who is Madison? Why doesn't Eliza like her?

Madison and Eliza are partners during taekwondo class. Eliza is frustrated when Madison holds on to her arm too tightly, but Madison says, "I wouldn't be doing you any favors by making it easy." What do you think she means by this?

One day, Eliza and Sam are left on their own with a list of chores. What can we tell about their relationship from this scene?

What kind of sandwich does Sam make for Eliza every day? Why is the way it's cut so important to Eliza?

What is the name of the form (or *poomsae*) Eliza must learn in order to take her yellow belt test? Why does Eliza have trouble learning it? What does Master Kim do in order to make it easier for her?

One day Dad is joking around with Eliza and says, "Yeah, but someday you could be a black belt. Then I'll really have to watch out." How does Eliza react to this idea? Does she even like doing taekwondo?

Eliza is late to class one Saturday. What happens after she goes in?

What decision does Eliza "try on and wear like a coat"?

Pages 66-107

What does Eliza see at the Fourth of July festival that makes her reconsider her decision?

Who does Eliza meet later on at the festival that makes her feel "light as angel food cake"? How does that person affect Eliza's decision to quit?

During a kicking drill in class, Eliza moves out of the way. Master Kim tells her, "You showed great instinct, Eliza." Are there any other scenes in the story that support the idea Eliza might actually be good at taekwondo?

Eliza and her dad go to the store. Her mom says, "The two of you are dangerous together. It's like the blind leading the blind." Do you think Dad has ADHD, too? What are the clues?

What important thing does Eliza lose that might mean she can't take her yellow belt test?

Who does Eliza get stuck carpooling with? What does she learn about this person after their first ride together?

Why is the trip to the mall with Mom so important to Eliza?

At the mall, Eliza runs into Tony and tries to act cool so she doesn't embarrass him. Do you think her plan goes well? What do you predict about how this will affect Eliza and Tony's friendship?

Why does Eliza "chicken out of asking for a new handbook"?

KEEP
CALM
and
READ ON

Pages 108-139

How does Eliza find out she's not invited to Tony's birthday party?

Why does Eliza cross out *Keep Giving Mom The Silent Treatment Until She Notices I'm Not Talking To Her* on her "To Do" list?

At an outing at the pool, Eliza sees Madison. What does Madison do that shows their relationship is changing?

What does Madison give Eliza that Eliza calls "The big 'no-big deal'"?

Eliza finally understands what Master Kim means about "having no mind" when she does something in class. What is this something?

What did Eliza do (that she wasn't supposed to be doing) that causes her to hurry down the stairs and injure herself?

Why is Eliza more distracted than usual on the day she has to go to the ER?

The night she gets hurt, Eliza describes her feelings as "tangled." What is she tangled about?

What's the second deal that Eliza negotiates with her parents?

The morning after she gets hurt, Eliza listens to a phone message from Annie (a girl she knows from school). This inspires Eliza to make her own phone call. Whom does she call?

Pages 140-161

On Test Day, Eliza takes her dog, Bear, outside early in the morning. What does Eliza practice while they're out in the yard?

Why does Mom allow Eliza to take her test even though she's still recovering from her injury?

How does Eliza find out Madison wasn't the person who wrote the note and gave her the nickname 'Every Day Eliza'?

Why is Eliza so nervous about doing her wrist escape?

Why is the board-breaking part of the test extra hard for Eliza?

At the end of the test, what does Master Kim announce?

How do Eliza and her parents celebrate her getting her yellow belt?

What does Eliza decide to do about the cake decorating class? Why do you think she makes this decision?

WRITING ACTIVITIES

Negotiation Letter

Eliza negotiates two deals with her parents - one to take the fall cake decorating class and one to take her yellow belt test. (Reread these scenes starting on pages 14 and 137.) She does this verbally, but students can do their own negotiating in writing. First, discuss the elements of a persuasive writing: attention to audience, an introduction or thesis statement, supporting facts (for example, statistics or other data, as opposed to opinions), call to action, conclusion. Next, have students write a letter to someone to try to persuade them to do something.

To integrate this activity into science, set up an experiment. Have students make predictions about whether or not their letters will be successful and then collect data. Report results.

W 2.1, 2.5, 2.6, 2.7, 2.8, 3.2, 3.4, 3.5, 4.2, 4.4, 4.5, 5.2, 5.4, 5.5, 6.1, 6.4, 6.5

L 2.1, 2.2, 2.3, 3, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3,

Unreliable Narrator Worksheet

An unreliable narrator is a character whose view cannot always be trusted. Their perceptions or interpretations of the story's events are based on bias. Eliza is an unreliable narrator throughout much of the story. Because Madison hung around with the girls who bullied her, Eliza assumes Madison is mean, too. The result is that what Eliza tells the reader about Madison isn't always what the reader sees. (She does change her mind, though, as the story progresses.) After discussing what an unreliable narrator is, have students work individually or together as a group to fill in the following Unreliable Narrator Worksheet. Provide copies of the book for reference.

RL 2.1, 2.3, 2.6, 3.1, 3.3, 3.4, 3.6, 4.1, 4.3, 5.1, 5.3, 5.6, 6.1, 6.3, 6.5, 6.6

SL 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.3

L 2.1, 2.2, 3, 3.2, 3.3 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Unreliable Narrator Worksheet

Use with *Eliza Bing Is (Not) A Big, Fat Quitter* by Carmella Van Vleet

PAGE	WHAT MADISON DOES	WHAT ELIZA TELLS READER
34	Madison says "I'll get some napkins."	Madison is only helping so the group doesn't get into trouble from the lunch monitor.
35	Madison swears she didn't write the note.	
38/39	Madison holds Eliza's arm tightly, and tells her, "I wouldn't be doing you any favors making it easy."	
56	Madison gives Eliza the Korean word for 'six' when they are counting.	
80	Madison says something when her friends start whispering about Eliza at the grocery store.	
102	Madison checks on Eliza after she's accidentally hit in the mouth by a punch during a taekwondo drill.	
121	Madison catches Eliza's eye at the pool and puts her hand up in the air.	
145	Madison signs the test sign-in sheet with no swirls above her "I"s.	Madison didn't write the mean note.

WRITING cont

Magazine

Eliza is passionate about cake decorating; it's her dream to open a bakery along with her friend Tony someday. (Reread this scene starting on page 1.) Ask readers what they're passionate about? Invite them to create their own magazine about something they are experts in. Students should give their magazine a name. (For example, Eliza might call her magazine *Let There Be Cake* after. Next, students can write a variety of items to include: informative article, profile piece, opinion piece, crossword puzzle, poem, jokes or riddles. Students publish their magazines and share them with each other. Going further: have each student write an informative piece about their passion, collect articles and publish in a class magazine.

W 2.2, 2.5, 2.6, 3.2, 3.4, 3.6, 3.7, 3.8, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9
L 2.1, 2.2, 2.3, 3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Essay on Favorite TV Personality

Eliza's favorite TV baker is Sweet Caroline. She likes her not only because she's a good cake decorator but because she's kind to everyone she meets. (Reread this scene starting on page 3.) Ask students to research their favorite television or movie personality and write an informative essay on him or her. Have them include why they admire this person and create a visual aid to go along with their essay. Invite students to share their reports orally. Going further: have students dress up as their favorite television or movie star and answer questions as that person.

W 2.1, 2.2, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9
L 2.1, 2.2, 2.3, 3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Ode to Favorite Number

Eliza likes things predictable and even. It's one of the reasons her favorite number is four. (Reread this scene on page 46.) An ode is a poem that often celebrates something ordinary. After sharing a few samples of odes, invite students to write their own odes to their favorite number. Publish poems in a class book or have the students share them out loud or make an audio recording. Variation: have students pretend they're Eliza and write an ode to other things she loves. For example: the miniature rainbow cake she saw at the Fourth of July festival, her yellow belt, her dog Bear, Sweet Caroline, crab rangoons.

RL 2.4, 3.5, 4.5, 5.5, 6.5
W 2.1, 2.5, 3.1, 3.4, 4.1, 4.4, 4.5, 5.1, 5.4, 5.5, 6.4, 6.5
SL 2.5, 3.5, 4.5, 5.5, 6.5
L 2.1, 2.2, 2.3, 3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Create a New Product

Eliza got herself in trouble when she spilled fingernail polish remover on the kitchen floor. (Reread this scene starting on page 127.) Things might have gone much differently if she'd had a paper towel that could soak up the polish remover and its smell. Break students into small groups and challenge them to come up a new product that would have helped them out in a tough situation. Have them name their product and then write a thirty-second television or radio ad for the product that shares their opinion why people should buy it. (Review the elements of good persuasive writing, including strong word choice and knowing your audience.) Record the ads and share.

W 2.1, 2.5, 2.6, 3.1, 3.4, 3.5, 3.6, 4.1, 4.4, 4.5, 4.6, 5.1, 5.4, 5.5, 5.6, 6.1, 6.4, 6.5, 6.6
SL 2.1, 2.5, 3.1, 3.5, 4.1, 4.5, 5.1, 5.4, 5.5, 6.1, 6.4, 6.5
L 2.1, 2.2, 2.3, 3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3



SOCIAL STUDIES

Find South Korea

Taekwondo is a martial art that originates from South Korea. Locate and mark South Korea on a world map. Have students research taekwondo and other martial arts (for example: karate, jiu jitsu, and krav maga) and locate the countries these arts originated in as well. Mark each country with its flag. To integrate this activity into writing, ask students to create a travel brochure that highlights each country's land features, population, major resources, tourist sights and so forth.

W 2.1, 2.2, 2.5, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9
L 2.1, 2.2, 2.3, 3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3

Count to Ten

One of Eliza's test requirements is to count to ten in Korean. (To find out how to pronounce each number, look in the glossary on page 164.) Challenge students to learn how to count to ten in as many languages as they can. Create a bulletin board that shows how to count and write one through ten in these languages. Going further: invite people who speak other languages to come to class and teach students how to count, or say simple words or commands.

RI 2.4, 2.5, 3.5, 5.7
L 2.4, 3.4, 4.4, 5.4, 6.4



SCIENCE

Missed Ingredient

Eliza attempts to make fondant one afternoon and ends up with disastrous results after deciding one of the ingredients isn't important. (Go back and reread that scene starting on page 39.) Baking isn't the only activity that requires attention to details. Science experiments can go wrong, too, when steps aren't followed or elements are left out. Follow the simple recipe below. Observe and record what happens. Follow the recipe again, but this time use 1/2 tsp of borax. Observe and record your findings.

Flubber

1 tsp. borax
1 cup white glue
1 1/4 cup water

In a container, combine 3/4 cup and the borax. Stir until the borax is dissolved. In another bowl, mix the rest of the water and the glue together. Slowly add the glue mixture with the borax mixture. Mix together. (You can use your hands if you want.) Once it has set, you can play, bounce and stretch the Flubber. Store in an airtight container.

RL 2.1, 3.1
W 2.2, 2.5, 2.7, 3.2, 3.4, 3.5, 4.2, 4.4, 4.5, 5.2, 5.4, 5.5, 6.2, 6.4, 6.5

Skeleton

When Eliza jumps down her stairs, she slips and lands hard, bruising her coccyx, or tailbone. (Reread this scene starting on page 127.) Discuss how Eliza's impulsiveness affects her being able to take her belt test. Next, discuss what our skeletons do (provide an internal framework for our muscles, organs, and skin) and the importance of protecting our bones. Provide students with a simple skeleton and challenge them to learn the various bones in the body by their scientific name. Invite a radiologist or x-ray technician to speak to the class. Going further: invite students to create posters to promote the use of helmets, pads, and other protective equipment while bicycling, sledding, and doing other sports or activities.

RL 2.1, 2.3, 3.1, 4.1, 4.3, 5.1, 6.3
W 2.6, 2.7, 3.7, 3.8, 4.4, 4.6, 4.7, 5.4, 5.7, 5.8, 6.4, 6.6, 6.7, 6.8
SL 2.1, 2.3, 3.1, 3.3, 4.1, 5.1, 6.1

MORE ACTIVITIES

- Create an anti-bullying campaign with posters and slogans to hang up.
- Participate in Eliza's Black Belt of Kindness Club (<http://carmellavanvleet.com/mg---ya.html>) or "collect" random acts of kindness. Write each act of kindness down on one paper chain link. Attached the links together and display to show how "far kindness can reach."
- Create tenets for your classroom, group, or family.
- Bake and decorate cakes (or cupcakes) to sell or auction off to raise money for an animal charity (in honor of Bear, Eliza's dog) or another charity of your choice.
- Invite a black belt to come speak or visit a martial arts school for a demonstration.
- Invite a baker to come speak or take a field trip to a bakery.
- Go on the Eliza Bing Scavenger Hunt (available at <http://carmellavanvleet.com/free-stuff.html>).
- Arrange a Skype visit with the author. (<http://carmellavanvleet.com/contact.html>)
- Recreate one of the cakes in the book: Way To Go Dad cake or Monsterpiece cake (page 82), miniature hat cake (pg 68).
- Make Test Day Pancakes.
- Write a story about a time someone did something for you that probably didn't seem like a big deal to them but was a big deal to you.
- Read Eliza's favorite book, *Savvy* by Ingrid Law.

