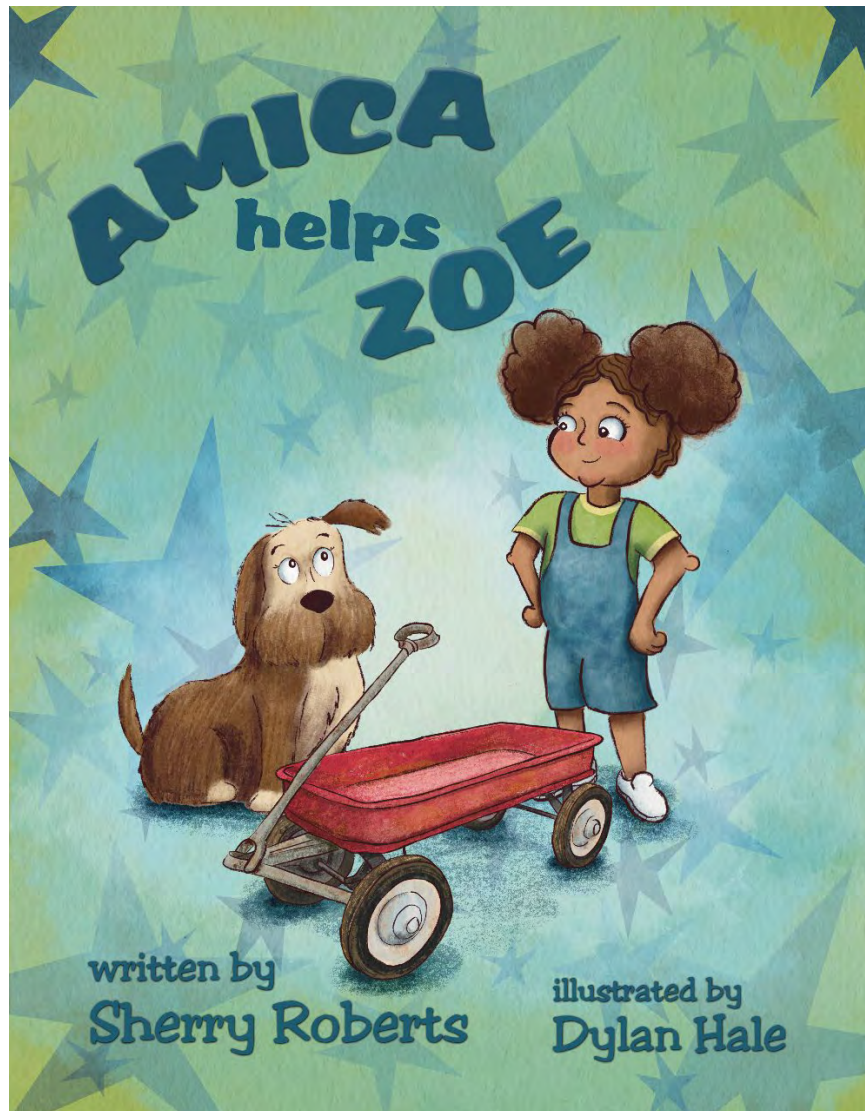


Educational Guide

A teacher's guide created by Sherry J. Roberts,
Ph.D., for the book, *Amica Helps Zoe*.



Permission is given to use and duplicate any of these materials when used alongside the picture book.

ABOUT THE AUTHOR

Sherry Roberts: Sherry Roberts is an award-winning author and photographer of children's picture books, *'Twas the Night Before Christmas...A First for Gus*; *Hello, Can I Bug You?*; *Sonnet, Sonnet, What's In Your Bonnet?*; *The Best Reading Buddy*; *What's Wrong With Barnaby?* and *A Visit Through the Wetlands*. Her debut middle grade series began with book one, *The Galaxy According to Cece*. Book two, *The Galaxy According to Cece: The Mysterious Dr. Pruitt*, was followed by book three, *The Galaxy According to Cece: The Stars Align*. Sherry lives near Nashville, Tennessee. You can visit her website at www.sjrobertscreative.net to read more about her.

ABOUT THE ILLUSTRATOR

Dylan Hale: Dylan has been creating works of art ever since he was four years old. His love for art stems from reading countless illustrated books as a child. Dylan graduated with his MFA in Art Education in 2024 from the University of Arkansas, with his research interests centering on how environments and their contents 'speak' to people. He currently teaches art in Bentonville Schools to a variety of students in grades 7-12 and believes all students (and people) are embedded with unique forms of creativity.

Dylan mostly creates art digitally, but when he has time, he likes to work physically with pen and ink-combing traditional artistic techniques with modern, illustrative twists.

ABOUT THE BOOK

Ages: 2-9 years old

Grade: Pre-k thru grade 4

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Attention, all dog lovers! Get ready to embark on a heartwarming journey with Amica and her rescue dog, Zoe. Set in a cozy neighborhood filled with leafy trees and friendly neighbors, Amica's biggest challenge is convincing Zoe to enjoy walks. Despite Amica's love for Zoe, she can't help but feel frustrated and worried that Zoe will never overcome her fear of being abandoned. But with determination and love, Amica sets out to show Zoe that a walk is just a fun adventure and not a scary separation. Join Amica and discover how she helps Zoe overcome her fear of going for a walk.

ABOUT THE GUIDE

This educator guide is designed for educators and parents of students in pre-K through grade 4. It includes discussion questions, activities, and resources to integrate *AMICA HELPS ZOE* into the English Language Arts, Mathematics, Social Studies, and Science curricula. Common Core and NGSS standards are included but not limited to the list provided. All activities can and should be modified to fit student needs and abilities.

ENGLISH LANGUAGE ARTS

Reading Comprehension Questions

Before Reading

- Look at the front cover. What do you see?
- What kind of characters do you think will be in this story?
- What predictions can you make? What do you think the story will be about?

While Reading

- Who is Amica? What do we know about her?
- Who is Mr. Jones? What do we know about him?
- Who is Zoe? What do we know about Zoe?
- What is Amica's problem? What is Zoe's problem?
- What do you think Amica is going to do to solve Zoe's problem? What do you think Mr. Jones does to help?
- If you were Amica, what would you do?

After Reading

- What did Amica do to help Zoe? How was Mr. Jones involved?
- Describe two things Amica had to do to get the wagon ready for Zoe.
- What happened the first time Zoe rode in the wagon for a walk? Explain what Amica did when Zoe jumped from the wagon.
- What would you have done when Zoe jumped from the wagon?
- How did Amica build trust with Zoe for the walks?
- How did the story end?

ENGLISH LANGUAGE ARTS

Activities

Brainstorming: As a class, create chart to identify Amica's character traits

- What are some of Amica's character traits? How do you know it's a character trait?
- Give examples of each character trait listed.

Story Development: Use a graphic organizer (printable)

- Students will use a graphic organizer to identify story development in the beginning, middle, and end of the story to determine what changed for Zoe and how Amica was part of that change.

Class Discussion:

- How did Zoe change throughout the story? How do you know? What caused the change?
- How did Amica help Zoe to develop trust? How do you know?
 - Why was it important for Zoe to trust Amica?

Vocabulary Review:

- Class discussion:
 - Make a chart of each word on the Word Find.
 - Brainstorm examples of each word.
- Use Word Find (template) to review words found in the story.

ENGLISH LANGUAGE ARTS

Writing Prompts

Use the writing template (printable) provided for students to respond to any of the following prompts. Assign a prompt or allow them to choose.

- If you got a new pet, what would you do to make your new pet feel comfortable in your home? Write about why a pet should be a part of the family and how to help that happen.
- Describe a time when you saw someone on the playground who needed a friend. What did you do to make friends that person? How did that make you feel?
- Write about a time when someone was kind to you. How did that make you feel?
- What is meant by "Reduce, Recycle, and Reuse"? Why is it important to "Reduce, Recycle, and Reuse?"
- Describe a time when you did one of the "3 Rs (Reduce, Recycle, and Reuse)." How did that make you feel?
- Describe a time you had to earn trust with a friend or parent. Why did trust have to be earned? How did you feel when you earned that person's trust?
- Explain what you would have done to help Zoe overcome her fear of being left again.

SOCIAL STUDIES

Map Making

Class Discussion:

- Use the map from the story of the neighborhood (Color sheet included). Discuss identifying landmarks in the map.
- Describe landmarks that could be used to make a map of the school playground. List each of these.
- Have students explain why they chose their landmark.

Map Making Skills:

- Develop a map of the playground at school.
 - o What landmarks did you use for your map?
 - o Explain the importance of these landmarks to you.

SCIENCE

Activities and Discussion

Class Discussion and Brainstorming:

- As a class, brainstorm what animals live in trees or use trees for sources of food? Make a list of these animals. What is the normal habitat for these animals?
- Discuss as a class Arbor Day. When is this? How can we (as a class) celebrate Arbor Day?
- Discuss as a class Earth Day. When is this? How can we (as a class) celebrate Earth Day?
- Discuss how Arbor Day and Earth Day are different.

Activity:

- Research different celebrations that focus on the earth or planet. (this may be done individually or in a group of two or three). (Arbor Day, Earth Day, International Day of Forests, World Environment Day, World Water Day) **Modification:** as a class research the celebrations.
- Use the worksheet to document your findings.
- As a class, discuss each of the groups findings.

MATH

Activities

Introduction/Discussion:

- Look at page 26. (Use this page for discussion)
- What shape is the community? What other shapes do you see in the picture?
- How many houses are in the community? How many trees are there in the community?

Graphing Activity:

- Have students count the number of houses on the outside of the community circle. Have students count the number of houses on the inside community circle. Have the students count the number of trees on the outside of the community circle. How many trees are in the inside of the community circle?
- Use the tally chart to organize the data. Next, create a bar chart that represents the number of houses and trees inside and outside the community circle. (Printable)
- Modification: The class may do this on the board together instead of individually.

Class Discussion: Analyzing the graph

- How many houses are outside the circle compared to inside the circle?
- How many trees are outside the circle compared to inside the circle?
- What's the total number of houses Zoe needed to pass to get around the entire neighborhood and back home?

STANDARDS CONNECTIONS

English/Language Arts

- CCSS.RL.1.1: Ask and answer questions about key details in a text.
- CSS.RL.1.3: Describe characters, settings, and major events in a story, using key details.
- CCSS.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCSS.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Math

- CCSS.1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- CCSS.1.OA.C.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
- CCSS.1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number.
- CCSS.K.MD.B.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- CCSS.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number

of data points, how many in each category, and how many more or less are in one category than in another.

- CCSS.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

Science

- ESS3.A: Natural Resources: Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)
- ESS3.B: Natural Hazards: Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2)
- ETS1.B: Developing Possible Solutions: Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (*secondary to K-ESS3-3*)
- NGSS K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.
- NGSS K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- NGSS 1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- NGSS 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats.
- NGSS K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Social Studies

- Although there are no specific Social Studies standards aligned to these activities, the following themes encourage discussions about essential social and emotional concepts that are foundational to social studies education.
 - o Civic Ideas and Practices: Empathy, kindness, inclusivity, civic values
 - o Friendship and Relationships: How humans relate to and interact with one another
 - o Community and Diversity: Accepting and valuing differences among a community

Amica Helps Zoe

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

carriage
rescue

recycle
reuse

Reduce
Wagon

trust
walk



STORY DEVELOPMENT



BEGINNING

What is happening in the beginning of the story?

MIDDLE

What is happening in the middle of the story?

END

What happens at the end of the story?

PROBLEM

What does Zoe do on walks?
How does Amica react?

SOLUTION

What does Amica do to help Zoe?

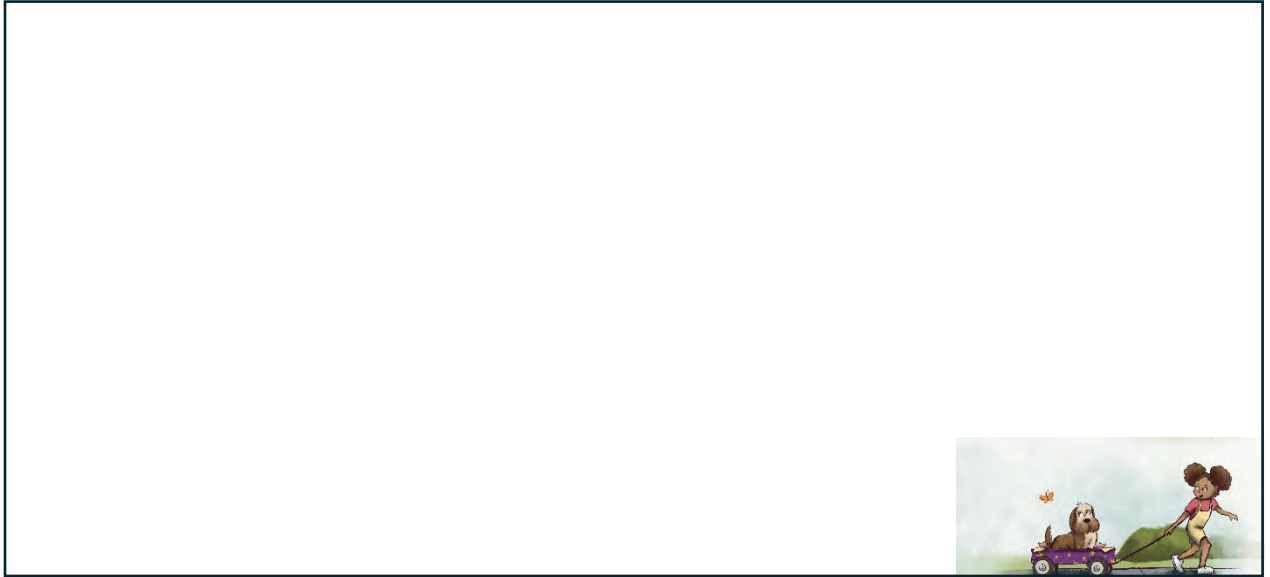
CONCLUSION

What did Zoe learn at the end of the story?

AMICA HELPS ZOE

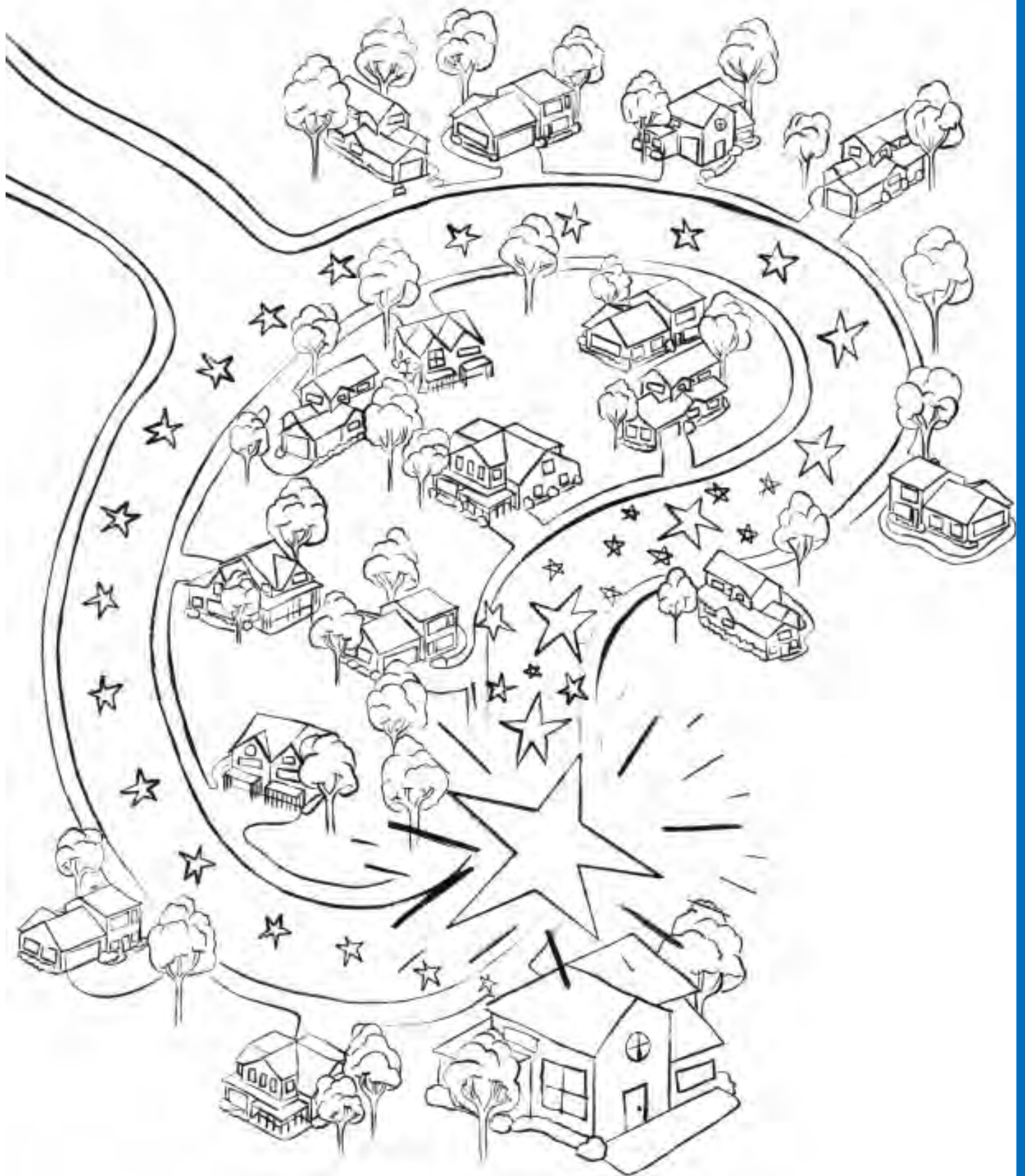
WRITING PROMPT: _____

By: _____



A blank sheet of white paper with a thick blue border. The paper is ruled with horizontal black lines, spaced evenly apart. There are 15 lines in total, starting from the top and ending near the bottom. The lines are evenly spaced and extend across the width of the page.

Amica & Zoe's Walk



EARTH CELEBRATION

NAME: _____

CELEBRATION DATE: _____

What do I know about this celebration?

How Can I Celebrate this Day?

AMICA HELPS ZOE

BAR GRAPH

How many houses are outside the neighbor circle? How many houses are inside the neighborhood circle? How many trees are outside the neighborhood circle? How many trees are inside the neighborhood circle? Record your findings on the bar graph.

