# NORBERT'S BIG DREAM EDUCATOR'S GUIDE
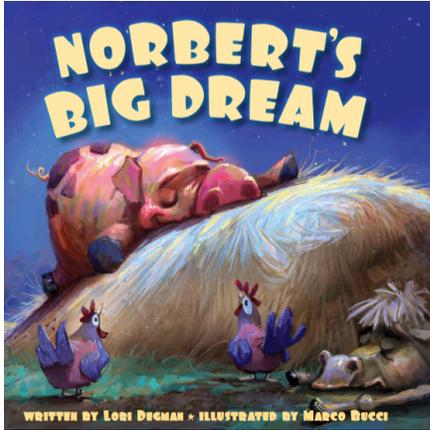
ABOUT THE BOOK:

Norbert is a pig with a dream. It doesn't matter if the other farm animals snicker behind his back, Norbert has always dreamed of swimming the English Channel. He's been preparing and training and finally he's ready for the big swim! But where exactly is the English Channel?! A sweet, funny story about dreaming big.

Published by Sleeping Bear Press 2016

ABOUT THE AUTHOR:

Lori Degman believes in dreaming big – just like Norbert! She followed her first dream of being a teacher of deaf and hard-of-hearing kids, her second dream of being a wife and mother, and her third dream of becoming a published picture book author. She is the award-winning author of 1 ZANY ZOO (Cheerios New Author Contest; Illinois Reads Book List), COCK-A-DOODLE OOPS! (International Literacy Association Honor Book), and NORBERT'S BIG DREAM (July, 2016). You can find her at www.Loridegman.com.

ABOUT THE ILLUSTRATOR:

Marco Bucci recognized two things at a young age. The first was that he wanted to become a professional artist. The second was that he couldn't draw. This delayed him for quite some time. He filled that time pursuing other artistic interests such as music and writing. But the urge to draw never left him. At age nineteen he began to study classical drawing, which led him to kindle a love for painting and illustration. He hasn't looked back since. You can usually find Marco painting outdoors or illustrating books in his home in Toronto, Canada, where he lives with his fiancée and three cats. You can also find him at www.marcobucci.com

ABOUT THE CREATOR OF THIS GUIDE:

RANDI SONENSHINE holds a BA in English Education and a M.Ed. in Reading Education. She has taught middle and high school English and college reading. She is currently a children's author, middle school instructional literacy coach, and curriculum consultant.
Randi lives with her husband and two sons in Northwest Georgia.

ABOUT THIS GUIDE:

This guide is intended for use with grades K-3. Literacy and math lessons are aligned to the Common Core State Standards. Science activities are aligned to the Next Generation Science Standards. Social studies activities are aligned to the National Council for the Social Studies C-3 Framework. Standards cited are for grade 2, but can be easily adjusted for different grade levels.
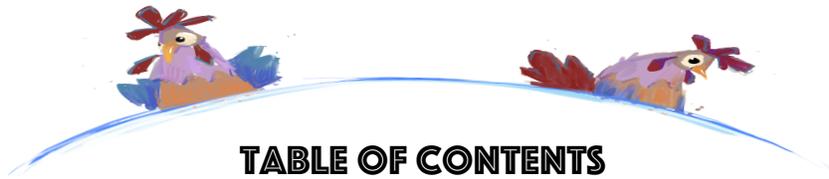
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READING LITERATURE

INTERACTIVE READ-ALOUD

CCSS.ELA-LITERACY.RL.2.1
Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
CCSS.ELA-LITERACY.RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.ELA-LITERACY.RL.2.3
Describe how characters in a story respond to major events and challenges.
CCSS.ELA-LITERACY.RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Before Reading:

Previewing a text and making predictions are two strategies that promote comprehension. This "Picture Walk" guides students in both of these.

- Direct students' attention to the cover illustration and title. Ask: Based on the cover illustration, what do you think will be the setting for the story?
- Point out and discuss the difference between the author and illustrator. Show students the Jacket flap and read about the author and illustrator.
- Discuss the two different kinds of *dreams* a person can have. Ask students if they think Norbert's dream will be the kind that he has at night, or a hope he has for himself.
- Turn to the first full spread. Ask students to guess which of the pigs is Norbert. Have them explain their thinking. Ask why they think the illustrator gave Norbert spots.
- Turn to the next full spread. Ask: Why do you think the other pigs are laughing? Continue quickly with a preview of the illustrations. Stop occasionally to have students make inferences about the story based on the illustrations. Be sure to have them use the visual evidence and their own background knowledge to support their inferences. Encourage creative responses and be sure to model the process for struggling students by thinking aloud.

During Reading:
- Tell students that they will be "testing" their Picture Walk predictions as you read the book aloud. Explain that this is one way good readers monitor comprehension or check for understanding.
- Read aloud the book, modeling fluency and prosody, stopping only to ask clarifying questions, if needed.

After Reading
To have students retell the main events from the story, teach them the *Retelling Hand*: The 5 fingers represent Characters, Setting, Events, Problem, and Solution, and the palm is the "heart" of the story (central message or lesson the author is sharing).

Check Comprehension with the following questions:

- **What was Norbert's "big dream"?**
- **How did he prepare for his dream?**
- **What do you think this shows about his character?**
- **What was the biggest challenge or obstacle to fulfilling his dream?**
- **How was he able to accomplish his dream after all?**
- **Why do you think the other animals helped Norbert achieve his dream?**

Have students make connections to their own dreams**.** Ask: What are some challenges you might face in achieving your dreams? How might you overcome those challenges? Is it important to have dreams? Why or why not?
Remind students from the author's bio that Lori Degman is a teacher of the deaf. Read the dedication on the end page to Lori's students. How might Lori's teaching experience have influenced the theme of this book?

COMPARE/CONTRAST ACTIVITY

CCSS.ELA-LITERACY.RL.2.9
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Read aloud another book about pursuing dreams, such as *Dream Big, Little Pig* by Kristi Yamaguchi, *Rosie Revere, Engineer* by Andrea Beaty, or *The Royal Bee* by Frances and Ginger Park. Use the following questions to support students in a comparison of the different texts:

- Who was the character in the comparison text? How was this character like Norbert? How was this character different from Norbert?
- What was the setting of the comparison book? How does that influence the events in the story?
- What was the character's dream? What were the challenges the character faced in achieving his or her dream?
- In what ways did the character work towards his or her dream and/or overcome the challenges? How was this similar or different from Norbert's story?
- How do the other characters react to main character's dream? How does this compare to the animals in *Norbert's Big Dream?*

*For more support and to aid visual learners, use a Venn diagram to chart students responses.

FOUNDATIONAL READING

Blends in the Barnyard

CCSS.ELA-LITERACY.RF.2.3
Know and apply grade-level phonics and word analysis skills in decoding words.

Before the lesson, make several sets of mini-signs. Print and cut out the blend cards (pg. 12) and glue each to an index card. Glue or tape a popsicle stick to the back of the card to make a handle. (To simplify or save time, use index cards without the handle.)

Also make a chart with each of the blends as headings, leaving room to list words containing the blends underneath.

Blends found in the book:

br	cr	dr	fl	gl	gr	pl	pr	sl	sn	squ	sw
tr											

Remind students that with a blend two or more consonants are blended together but you still hear the individual sounds. Show and pronounce each of the blends on the chart, exaggerating the two distinct sounds in each. Have students echo each blend. Divide students into groups and give a set of blend signs to each. Students can then divide the blends among themselves.

Tell students that as you read the book, they should watch and listen for examples of blends. When they hear and see one, they should shout out BLEND and hold up the corresponding sign. As students correctly identify words with blends, write these on the chart paper under the correct blend.

Challenge: There are two multi-syllabic words containing blends in the middle. Challenge students to find these "hidden" blends. (cele*br*ation and con*gr*atulations)

Extension activity: have students write a story using these words or generate a list of other words with the same blends.

WRITING AND LANGUAGE

Matchin' Contractions

Write the contractions from the book (below) on the board. Point out the apostrophes and discuss how the apostrophe is used to form a contraction, a word made by shortening and combining two words.

I'm – I am
I'll – I will
hadn't – had not
can't – can not
what's – what is

Have two sets of index cards ready, one set with common contractions and another set with the long forms that match the contractions. (To provide support for struggling learners or English learners, use a different color for each set.) Place all the cards in a basket or hat, and allow each student to choose a random card. Students should then walk around the room reading each other's cards until they find the partner with the match. For example, if one student draws the card **I'm**, he or she will find the student with the card **I am**. Once partners have found each other, they should write a sentence using the contraction.

For a list of common contractions, see Enchanted Learning's page:
http://www.enchantedlearning.com/grammar/contractions/list.shtml

**Norbert's *Next* Big Dream:
Narrative Writing**

Explain to students that they will write a "sequel" to the book based on the ending and Norbert's next big dream.

Read the last page to students and have them make inferences from the illustration about Norbert's next big dream. Have students recall the first dream and how Norbert trained specifically for the challenge of swimming the English Channel. Discuss the challenges of

climbing a mountain, and have students brainstorm ways in which Norbert might train for this. Also have students recall how the animals made Norbert's dream come true, and then brainstorm ideas for helping Norbert achieve his next big dream. How could Norbert climb a mountain without leaving the farm? What might they use or build for the mountain? List these ideas on chart paper or the board.

Next, discuss the importance of a story having a beginning, middle and end. Use a story map or other graphic organizer to outline the three parts of the story. Explain that when authors write a story, they use words and phrases that signal time and the order of events. Go back through the book, pointing out some of these:

> *while they slurped*
> *while they snoozed*
> *day after day*
> *night after night*
> *until the day he knew he was ready*
> *after the celebrations*

Now have students write a sequel, using time words to show the order of events.
For a challenge, have students include some of Norbert's thoughts and feelings. Add an art element by having students illustrate a scene from their story. To incorporate speaking, listening, and fluency standards, have students read their stories to the class.

*To add a technology component, have students use a digital storytelling app such as Story Jumper, or one of ReadWriteThink's interactives, such as Flip Book or Story Map.

My Big Dream
Explanatory Writing

CCSS.ELA-LITERACY.W.2.2
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Have students write an explanatory piece about a dream they have for themselves. They should identify the steps they can take and explain how each step can contribute to making their dreams become a reality.

Have students use the My Big Dream Handout (pg.14), and post them on a DREAM WALL.

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Challenge Activity: The Piggy Paddle

Review/teach alliteration and verbs, as well as the concept of compound verbs.
Point out the phrase "piggy-paddled" on page 24.

Have students choose an animal and use an alliterative verb to form a new compound verb – the sillier the better! Students can write and illustrate a sentence using their unique verbs. Share the following examples, or some of your own.

cow-crawled
rooster-rocketed
duck-dribbled
sheep-shimmied
wolf-waltzed

Ex. He sheep-shimmied
up the drainpipe.

MATH CONNECTIONS

Down on the Data Farm!

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph.

- Show or project the opening spread on pages 2-3.
- Have students identify the three different animals pictured on the farm. List these on the board or chart paper. Explain that these are *categories*.
- Have students count the number of each kind and write the number next to the animal's name. Explain that this is *data*.
- Model how to create a bar chart using the categories and data.

Present the following problems to students based on the bar graph:

1. How many more pigs are there than cows?
2. How many fewer roosters are there than pigs?
3. Write a number sentence to show the total number of animals on the farm.
4. Challenge: If the total number of pigs on the farm is 12, how many are missing from this picture?

*For a challenge, have students graph the animals in the barn scene on pages 26-27, and then compare the data from each graph.