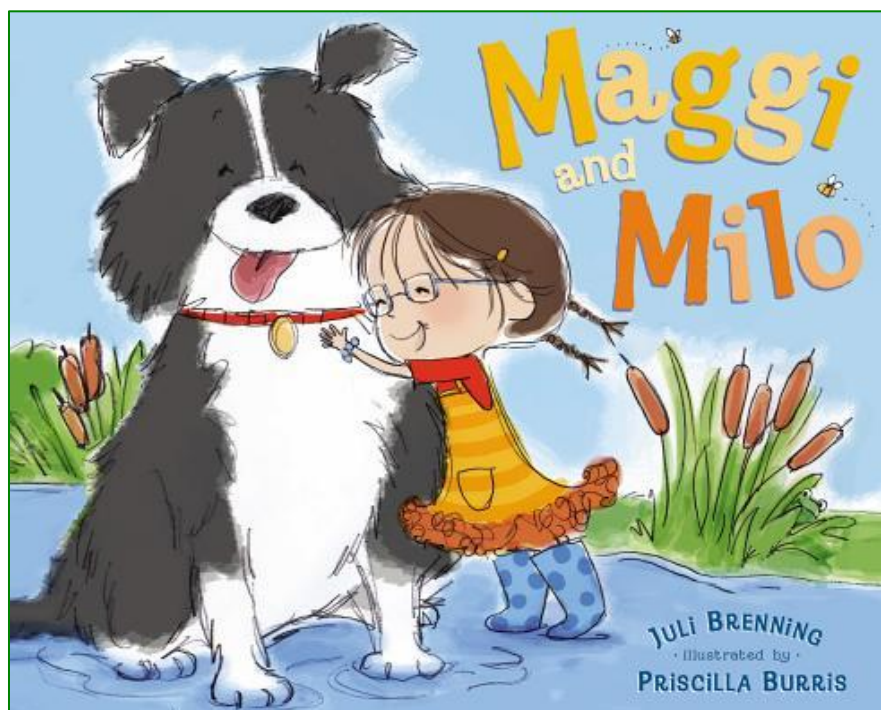


# **A Common Core State Standards Aligned Educator's Guide for**

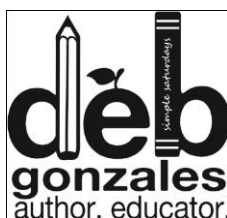


**Written by Juli Brenning**

**Illustrated by Priscilla Burris**

**Published by Dial Books for Young Readers**

**Guide Created by Debbie Gonzales**





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## Meet the Author and Illustrator



Hello! I'm Juli Brenning, author of *Maggi and Milo*. An author is defined as someone who wrote a book.

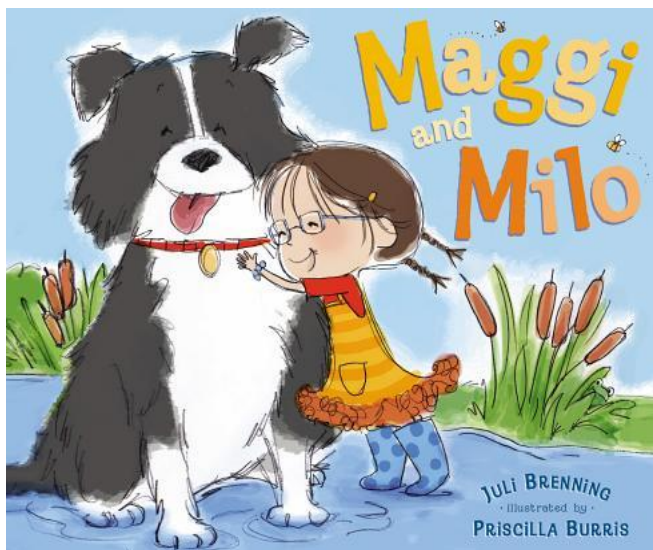
- 🐾 List the tools authors use to tell stories.
- 🐾 Tell how words can create pictures in a reader's mind.
- 🐾 On her website, Juli describes herself as being a mom, a wife, a friend, a sister, and a daughter. Tell how these roles might help to inspire Juli to become a great author.
- 🐾 To learn more about Juli access her website [HERE](#).
- 🐾 Click [HERE](#) to enjoy a song about Maggi and Milo.



Hi! My name is Priscilla Burris, illustrator for *Maggi and Milo*. An illustrator is a person who draws or creates picture books.

- 🐾 List the materials do illustrators use to tell stories.
- 🐾 Tell how pictures can tell stories.
- 🐾 [On her website](#), Priscilla says that she has loved creating art since she was very young. How about you? Do you love creating art? Do you think you might like to become an illustrator when you grow up?

Observe the book cover closely and consider the following questions:



- 🐾 Predict what this story is going to be about.
- 🐾 Who is the girl featured in the illustration? What is her name? How do you know?
- 🐾 How does the girl feel about the dog in the illustration? How do you know?
- 🐾 Where are these characters? What is the setting? How do you know?
- 🐾 What is the tone of this story? How do you think you'll feel after you read this story?

*Ready to read? Get set! Go!!!*



## Discussion Questions

*And this is the awesome package Maggi's grandma sent. It had all the necessities for a frog hunt – boots and knowledge.*

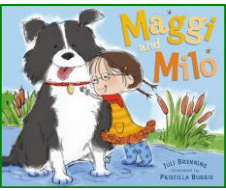
- 🐾 Explain how grandma's gift changed Maggi and Milo's day.
- 🐾 Define the word "necessities."
- 🐾 Tell what the word "knowledge" means.
- 🐾 Describe Maggi's feelings as she discovers the book and boots packed inside the box.
- 🐾 Tell how Milo feels about grandma's gift.
- 🐾 How would you feel if you received a surprise gift such as this one?

*I am Frog Hunter...and he is Milo!*

- 🐾 Tell why Maggi has changed her name to Frog Hunter.
- 🐾 Who or what is Maggi speaking to as she and Milo run down the hill?
- 🐾 Where are Maggi and Milo? Describe the scene.
- 🐾 Imagine the adventure that Maggi and Milo are about to take. How do they feel about it? How do you know?
- 🐾 In what way do the illustrations tell how Maggi and Milo are feeling?
- 🐾 How do the printed words show how Maggi is feeling?

*So far, this wasn't working out as planned.  
"Milo!" called Maggi.  
He wasn't there.*

- 🐾 Contrast this illustration with the previous one discussed. Tell how the two are the same.
- 🐾 Compare this illustration with the previous one discussed. How are the two different?
- 🐾 Describe Maggi's feelings in this illustration. How do the drawings show Maggi's emotion?
- 🐾 Where is Milo in this scene?
- 🐾 Explain why Maggi is calling Milo in a long, drawn out way.
- 🐾 Which words best describe the Maggi's mood in this scene – doubtful, happy, uncertain, silly, worried, funny, scared?
- 🐾 Have you ever found yourself alone in an unfamiliar place? Perhaps in a store or a public place of some kind? If so, describe the situation. How did you feel? How did the situation become resolved?



*“Hi. I am Maggi and this is Milo.  
You will be called Alexander.  
Welcome to our pond.”*

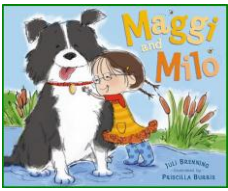
- ❧ Compare this illustration with the one in which Maggi is declaring that she is Frog Hunter. Closely consider the expression in the illustration and the way the words are printed on the page. Tell of the ways the two illustrations are similar.
- ❧ Contrast this illustration with the one in which Maggi is declaring that she is Frog Hunter. Closely consider the expression in the illustration and the way the words are printed on the page. Tell of the ways the two illustrations are similar.
- ❧ Explain why Maggi is being very careful and tender with the frog. What does this action say about Maggi?
- ❧ Does the pond belong to Maggi and Milo? Tell why Maggi welcomed the frog in this way.

*Side by side, they sat on the edge of the world, just listening to the frogs say goodnight.  
When the last note faded, Maggi said,  
“Milo, that was the very best day! I cannot wait for our next adventure!”*

- ❧ Compare this scene with Maggi resting against Milo to the opening scene with Maggi and Milo rushing to confront their adventure. How are the two scenes similar?
- ❧ Contrast the two scenes. How are the moods and emotional tone different?
- ❧ Explain how the theme of music was used throughout the story. Tell how Maggi’s musical talent was answered by the frog song.
- ❧ Do you think that Maggi and Milo will have similar adventures such as a Frog Hunt in the future? Predict what those adventures might be.



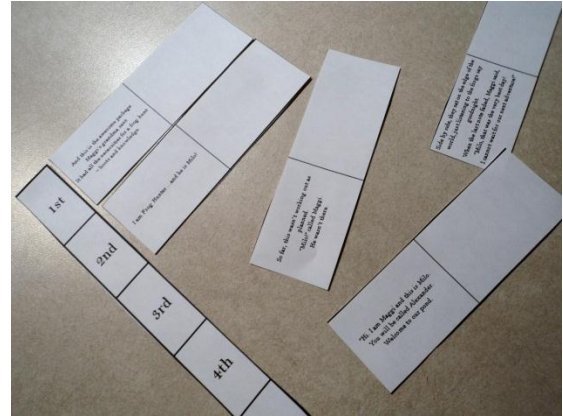




## Story Sequencing

*This is Maggi. Maggi is an excellent adventurer, a pretty good songwriter, a bit of a scientist, and Milo's very best friend.*

*This is Milo.  
Milo is a dog.*



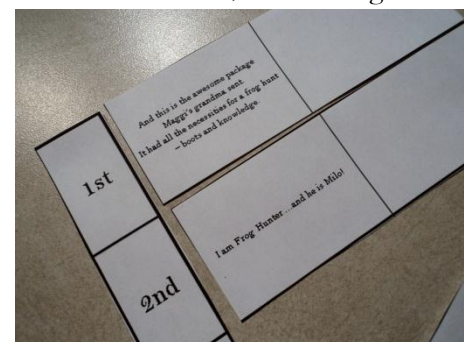
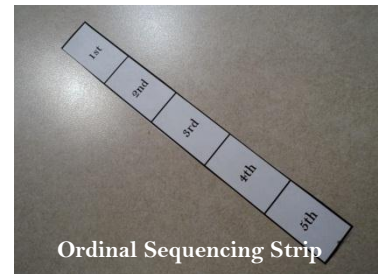
**Objective:** To observe the relationship between illustrations and the story as scenes sequentially appear in the story.

### Materials:

- 🐾 Cardstock
- 🐾 Scissors
- 🐾 Thin-tipped markers or colored pencils
- 🐾 Maggi and Milo – Ordinal & Scene Sequencing Cards (pg. 7)
- 🐾 *Maggi and Milo*

### Procedure:

- 🐾 Print Maggi and Milo – Scene Sequencing Cards on cardstock.
- 🐾 Using scissors, trim around the border of the Ordinal Sequencing Strip.
- 🐾 Using scissors, follow the cutting prompts to trim the Scene Sequencing Cards.
- 🐾 Flip through the pages of *Maggi and Milo* to discover the location of the quotes featured on the Scene Sequencing Cards. Note the relationship of the text and the illustration, considering how each compliments each other.
- 🐾 Using markers or colored pencils, in the blank space to the right of the quote featured on the Scene Sequencing Card, illustrate the quote.
- 🐾 When all illustrations are complete, align the Scene Sequencing Cards to the Ordinal Sequencing Strip as the scenes appear in the story.





## Maggi and Milo – Ordinal & Scene Sequencing Cards

1st	✂	<p>And this is the awesome package Maggi's grandma sent. It had all the necessities for a frog hunt – boots and knowledge.</p>	
2nd	✂	<p>I am Frog Hunter ...and he is Milo!</p>	
3rd	✂	<p>So far, this wasn't working out as planned. "Milo!" called Maggi. He wasn't there.</p>	
4th	✂	<p>"Hi. I am Maggi and this is Milo. You will be called Alexander. Welcome to our pond.</p>	
5th		<p>Side by side, they sat on the edge of the world, just listening to the frogs say goodnight. When the last note faded, Maggi said, "Milo, that was the very best day! I cannot wait for our next adventure!"</p>	



## Frog Hunt Alphabet Roll

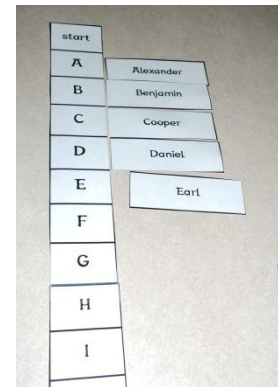
*Maggi named the second frog Benjamin, the third one Cooper, the fourth one Daniel...*

*(See the pattern?)*

**Objective:** To recognize and alphabetize the letters of the alphabet.

### Materials:

- ✂ Scissors
- ✂ Tape
- ✂ Cardstock
- ✂ Printer paper
- ✂ Clothespin or large paperclip
- ✂ Plastic sandwich bag
- ✂ Alphabet Roll sheet (pg. 9)
- ✂ Name List cards (pgs. 10-11)



Matching letters & name labels

### Procedure:

- ✂ Using regular printer paper, print the Alphabet Roll.
- ✂ Using the cardstock, print the Name List cards.
- ✂ Trim around the outer borders of the Alphabet Roll. Create four strips by cutting vertically down the designated lines.
- ✂ Create one long strip by taping labeled tabs under the designated letter.
- ✂ Trim around the borders of all of the Name List cards.
- ✂ Lay Alphabet Roll flat on a smooth surface.
- ✂ Alphabetize Name List labels by matching them to the corresponding letter.
- ✂ To store your Frog Hunt Alphabet Roll, place Name List labels in plastic sandwich bag. Roll the Alphabet Roll and secure with clothespin or large paper clip.



The Frog Hunt Alphabet Roll





	✂	✂	✂
start	H	P	X
A	I	Q	Y
B	J	R	Z
C	K	S	
D	L	T	
E	M	U	
F	N	V	
G	O	W	
Tape under letter h	Tape under letter p	Tape under letter x	



**Alexander**

**Benjamin**

**Cooper**

**Daniel**

**Earl**

**Felix**

**Garrett**

**Hank**

**Ike**

**James**

**Kirk**

**Leroy**

**Martin**

**Nathan**

**Oliver**

**Penelope**

**Quentin**

**Rodney**



**Sawyer**

**Tom**

**Usher**

**Victor**

**Wyatt**

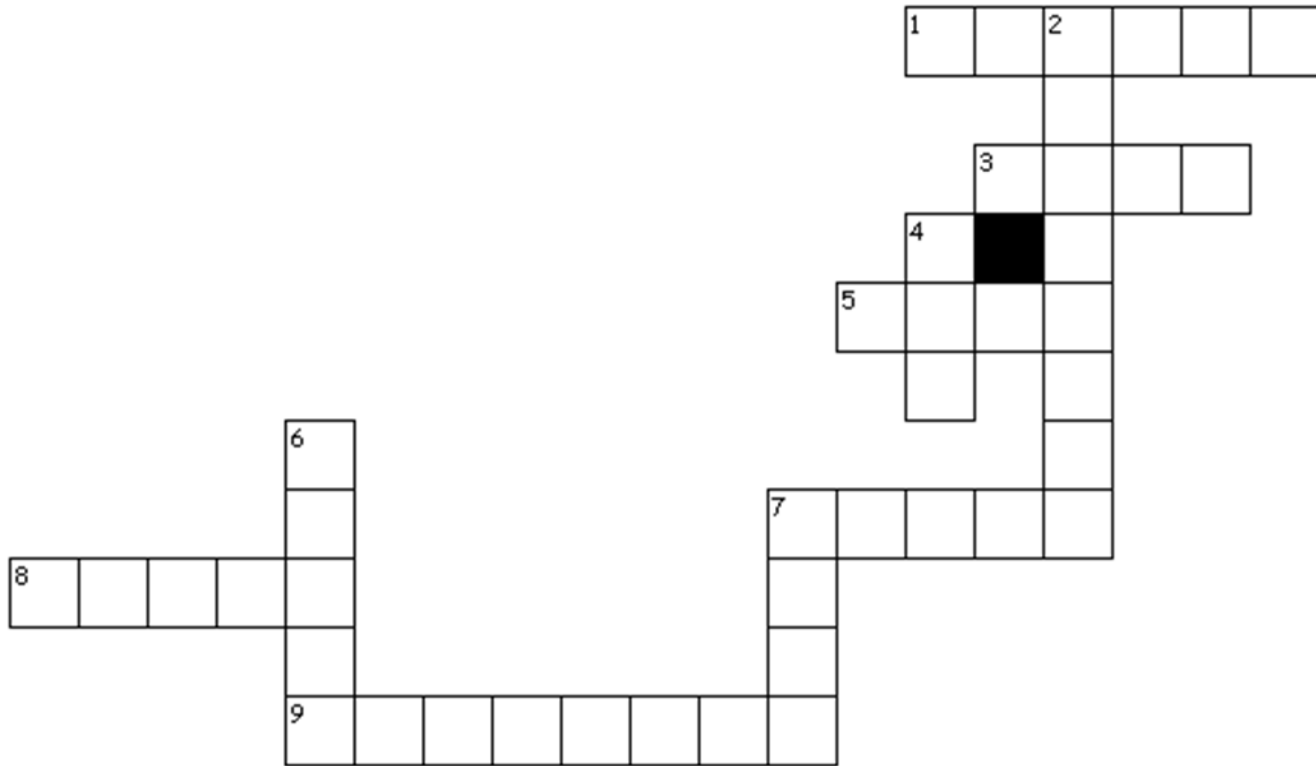
**Xavier**

**Yoshi**

**Zander**







## Cross Picture Puzzle



### Across:

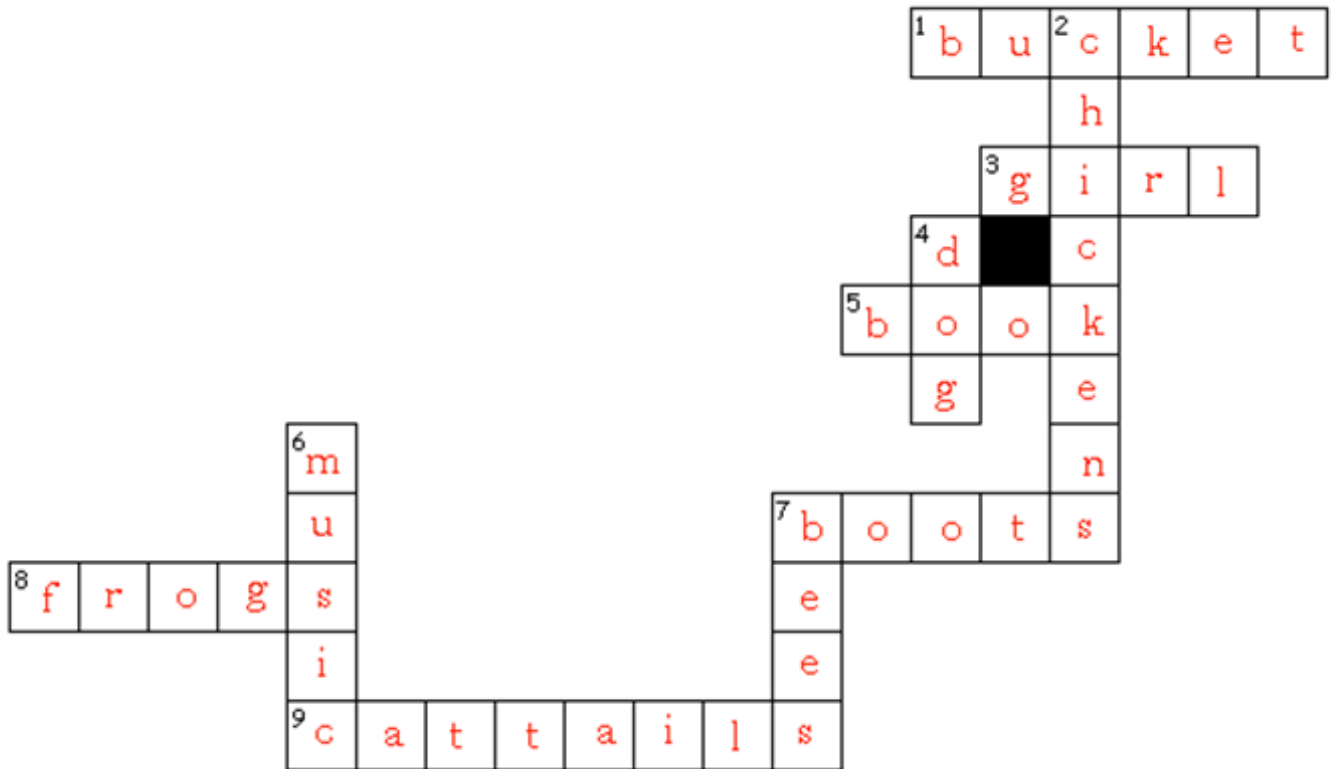
1. 
3. 
5. 
7. 
8. 
9. 

### Down:

2. 
4. 
6. 
7. 







## Cross Picture Puzzle Answers



### Across:

1. 
3. 
5. 
7. 
8. 
9. 

### Down:

2. 
4. 
6. 
7. 



## Frogs on a Log Puzzle Cards

*Milo barked, wagged his tail, and ran to another spot. Maggi followed close behind.  
And there in the muck was another frog!*

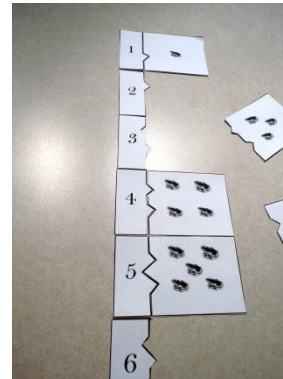
**Objective:** To understand the relationship between numbers and quantities; connecting counting to cardinality in a self-corrective manner.

### Materials:

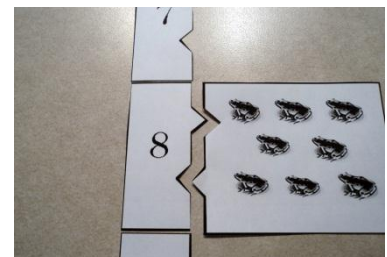
- ✂ Scissors
- ✂ Cardstock
- ✂ Frogs on a Log Puzzle Cards (pg. 15-17)

### Procedure:

- ✂ Print the Frogs on a Log Puzzle Cards on cardstock.
- ✂ Using the scissors, trim around the borders of the cards and jagged puzzle shapes within.
- ✂ Line up the numeral portion of the puzzle cards in a vertical numeric fashion – from number 1 to number 9.
- ✂ Count the number of frogs on the opposing puzzle pieces and matching them to the corresponding number.
- ✂ Fit the numeral and quantity puzzle pieces together, verifying a perfect match!

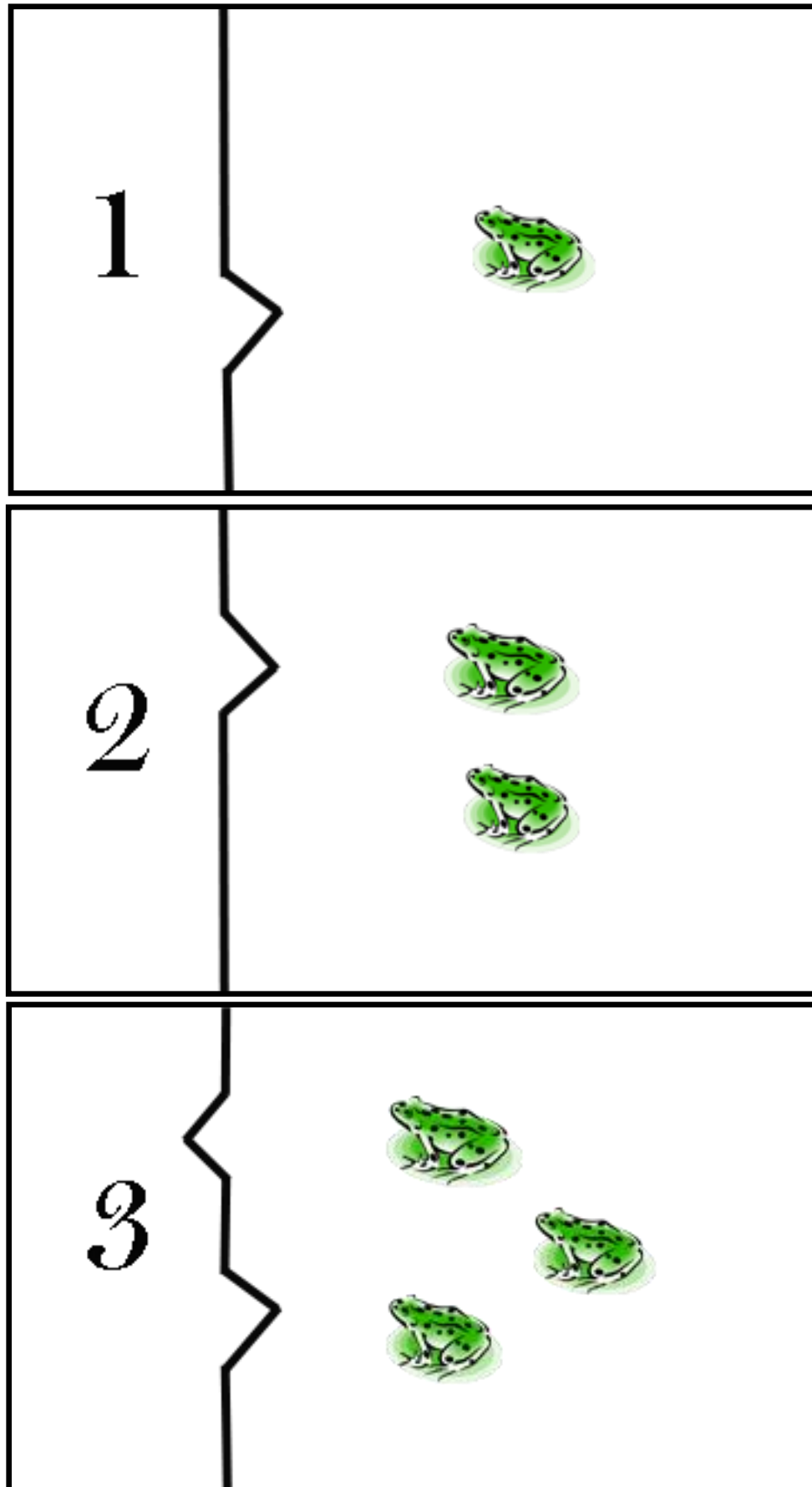
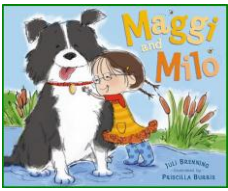


Frogs on a Log Puzzle Cards






It's a match!










4	
5	
6	



7	
8	
9	



## Common Core State Standards Alignment

### Mathematics Standards

		Author/Illustrator	Discussion Questions	Story Sequencing	Frog Hunt Alphabet Roll	Cross Picture Puzzle	Frogs on a Log Puzzle Cards
CCSS.Math.Content.K. CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.						
CCSS.Math.Content.K. CC.B.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.						
CCSS.Math.Content.K. CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.						
CCSS.Math.Content.K. CC.B.4.a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.						
CCSS.Math.Content.K. CC.B.4.b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.						
CCSS.Math.Content.K. CC.B.4.c	Understand that each successive number name refers to a quantity that is one larger.						

### English Language Arts Standards » Reading: Literature

CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.						
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.						
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.						
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).						

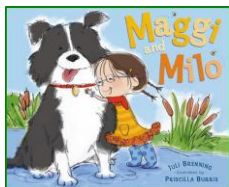


**English  
Language Arts  
Standards »  
Reading:  
Literature  
(cont.)**

		Author/Illustrator	Discussion Questions	Story Sequencing	Frog Hunt Alphabet Roll	Cross Picture Puzzle	Frogs on a Log Puzzle Cards
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.						
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.						
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.						
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.						
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.						
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.						
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.						
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.						

**English Language Arts Standards » Speaking & Listening**

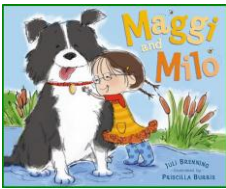
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.					
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.					
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					



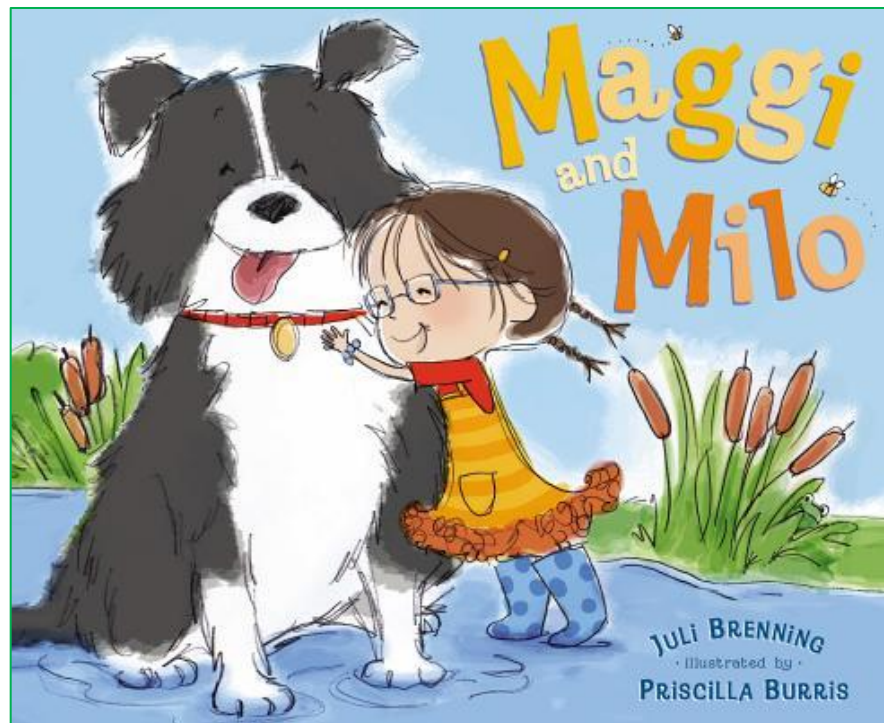
**English Language  
Arts Standards »  
Speaking &  
Listening (cont.)**

		Author/Illustrator	Discussion Questions	Story Sequencing	Frog Hunt Alphabet Roll	Cross Picture Puzzle	Frogs on a Log Puzzle Cards
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.						
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.						
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups						
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.						
CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.						
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.						
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.						
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.						





## Acknowledgments



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