

THREE-TIME NEWBERY HONOR-WINNING AUTHOR
JENNIFER L. HOLM

FULL OF BEANS



TURTLE IN PARADISE



EDUCATORS' GUIDE

INCLUDES COMMON CORE STANDARDS CORRELATIONS



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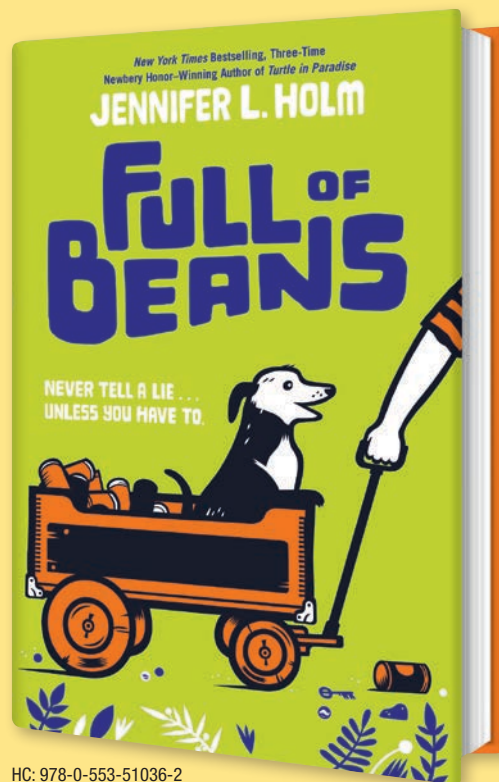
INTRODUCTION

Jennifer L. Holm, the author of *Full of Beans* and *Turtle in Paradise*, is a *New York Times* bestselling author and the recipient of three Newbery Honors and an Eisner Award. The idea for these novels came from Holm's oral family history. Many of her relatives grew up in Key West during the Great Depression, and several characters are either based on or inspired by them.

The novels go together beautifully and echo each other at several points. This guide can be used for either book or for both books together. A special section focuses on how the books correlate and how several characters are portrayed differently when shown from another protagonist's perspective. All activities and discussion questions are aligned with the Common Core.

Turtle in Paradise, a Newbery Honor book, was inspired by stories of Jennifer L. Holm's great-grandmother's childhood in Key West. *Full of Beans* continues the story of the Curry family of Curry Lane. (Holm is actually related to the Curry family after whom Curry Lane was named!) Turtle is surrounded by boys in the book, which is similar to Holm's own experience growing up with four brothers!

Full of Beans and *Turtle in Paradise* introduce realistic protagonists who are both strong and flawed. The novels are rich in language, plot, and historical information, and are eminently readable, both as classroom texts and as independent reading. Students will get lost in and be entertained by Holm's books.



HC: 978-0-553-51036-2
GLB: 978-0-553-51037-9
EL: 978-0-553-51039-3
CD: 978-0-7352-0756-1

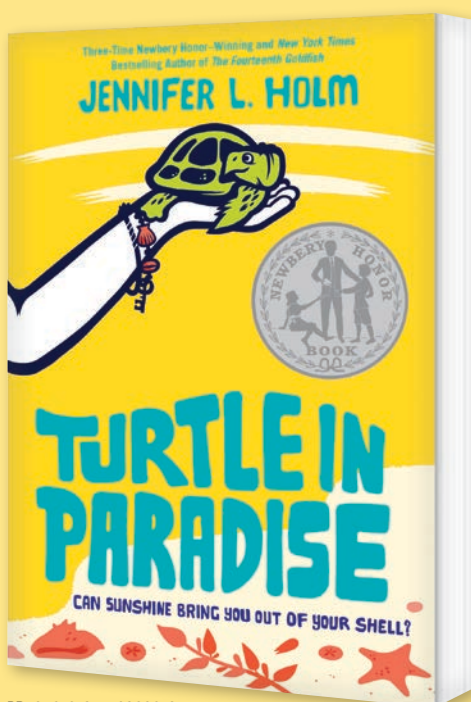
★ “Inspired by actual events, Holm’s talent for writing historical fiction is on full display. . . Interesting family and small-town dynamics further enrich this fascinating account of a young boy’s life in Florida’s ‘Recovery Key.’”

—*Booklist*, Starred

★ “Filled with humor, heart, and warmth; readers can only hope to hear more about the Curry clan.”

—*Kirkus Reviews*, Starred

★ “Period details—like keeping Sears and Roebuck catalogues handy in outhouses, ‘marble mania,’ people with leprosy hidden by their families, and the Shirley Temple craze—make for entertaining and illuminating historical fiction.” —*Publishers Weekly*, Starred



PB: 978-0-375-83690-9
EL: 978-0-375-89316-2
CD: 978-1-5247-3597-5

★ “Turtle is just the right mixture of knowingness and hope; the plot is a hilarious blend of family dramas seasoned with a dollop of adventure.” —*Booklist*, Starred

★ “Sweet, funny and superb.” —*Kirkus Reviews*, Starred

★ “This humorous adventure effectively portrays Turtle as caught between her mother’s Hollywood-inspired dreams and the very real family . . . that offer a different kind of paradise.” —*Publishers Weekly*, Starred

FULL OF BEANS

Full of Beans seamlessly blends historical and cultural information with a great story. Beans is a very likable character who makes some mistakes and does the wrong things for the right reasons; he is a character who learns and grows—like any child would. Students will be able to connect with his character on many levels.

PRE-READING ACTIVITY

Because this novel is set during the Great Depression, it is helpful for students to understand the context and have some background information before reading the novel. The Great Depression, comic strips, and child actors of the time are mentioned throughout the novel. Let's dig deeper!

WHO WAS FDR, AND WHAT WAS THE NEW DEAL?

Beans begins the novel by criticizing both President Roosevelt and the New Deal. In order to familiarize students with both the president and his policies, have students work in small groups to research the following and then present their findings to the class. Alternatively, the teacher can create larger groups for the presentations where students write glow-and-grow comments identifying what each speaker did/presented well (glow), and one thing they could improve on for the future (grow). Students should also include two questions they have about each topic presented. The presenters will have to answer the follow-up questions. Presentation topics can include:

- President Franklin Delano Roosevelt and the New Deal (p. 1)
- The Great Depression (p. 13)
- The New Dealers and what they did to revitalize the US economy (p. 39)

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.W.9, CCSS.ELA-LITERACY.CCRA.SL.4

HOW DID THE GREAT DEPRESSION AFFECT REAL-LIFE KIDS?

During the Great Depression, children wrote directly to First Lady Eleanor Roosevelt. Selections of their letters are published on several websites, including Digital History (www.digitalhistory.uh.edu/active_learning/explorations/children_depression/help_president.cfm) and are an excellent primary source to teach students about this topic. Students should read the various letters and then identify what the children were asking the First Lady to do. Are there commonalities in the letters? After they have read several letters, ask students to write their own letters to the First Lady as children living during the Great Depression. The teacher will create books—either digital or print copies—so the students can see the work of the class as a whole.

Follow-up question: Who would your students want to write to letters to today, and why?

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.9, CCSS.ELA-LITERACY.CCRA.W.3

I CAN CREATE A COMIC STRIP!

In *Full of Beans*, Beans speaks about *Little Orphan Annie*. (p. 18) Have students research the comic strip or the radio show and identify its importance during the Depression.

A sample of the *Little Orphan Annie* comic strip: xroads.virginia.edu/~1930s/PRINT/comic/annie/annie.html

A great article on the *Little Orphan Annie* radio show that includes the “Little Orphan Annie” theme song: otrcat.com/p/little-orphan-annie

Students work in pairs/small groups to create their own comic strips or radio shows about a modern-day Little Orphan Annie living in America. Students present their strips or radio shows to the class.

As a follow-up, students can research modern-day comics and compare and contrast them to the *Little Orphan Annie* strips. Some items to consider: Is the art in the strips similar? Are the topics covered the same? Is the message conveyed in the same way? Are comics as important and relevant today as they were then? Why, or why not?

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.W.4





GALLERY WALK OF CHILD ACTORS

Beans mentions several child actors throughout the novel. Shirley Temple, Jackie Cooper, Spanky McFarland, Wheezer Hutchins, Dickie Moore, and Baby LeRoy were some of the child stars that people flocked to see to forget about their troubles during the Great Depression.

Students research and create poster presentations about the child stars named above, including how many movies each actor starred in, what each actor's biggest role was, what happened to the money each child actor earned, and what happened to each actor when he or she grew up. This presentation can be a gallery walk where other students take notes and/or write down their questions and comments about the actors presented on the posters.

As a final activity, students compare and contrast the lives of the famous actors with typical children living during the Great Depression.

In order to help students visualize the impact these stars had on Americans during the Great Depression, the teacher may also select clips of movies featuring these child stars and show them to the class. Discuss how and why watching these stars may have affected viewers.

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.SL.5

WHILE READING

CHARACTERIZATION

Guide your students in a close reading of Holm's characters. In their notebooks, have students create character lists that include physical descriptions as well as personality traits for each. As they read, students continue to add to the descriptions and pay close attention to whether or not the characters change and develop throughout the novel. Students should include quotations/paraphrases and page numbers to use as reference points for class discussion.

For example, for Beans, students begin by closely looking at the following paragraph: "Look here, Mac. I'm gonna give it to you straight: grown-ups lie." (p. 1) What does this reveal about Beans? What does it say about his attitude toward adults?"

Here is a list of characters your class can profile:


- Beans
- Termite, the dog
- Julius Stone
- Slow Poke
- Buddy
- Avery, the painter
- Ira
- Winky
- Dot
- Poppy (Beans's father)
- Miss Sugarapple
- Pork Chop
- Kermit
- Too Bad (aka Marvin)
- Ma (Beans's mother)
- Nana Philly
- Johnny Cakes
- Pudding

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.W.10

VOCABULARY/CONTEXT CLUES EXERCISE:

Students carefully reread the passages where the following vocabulary words and phrases are found and then use context clues to help them decipher the meanings of the following words. Students will list the words and what they think the meanings are in their notes. Students will then look up the meanings of the words and phrases in dictionaries or online and compare those meanings to their own. How close did they get?

- *decrepit* (p. 8)
- *accordion* (p. 54)
- *Bermuda shorts* (p. 55)
- *on the cutting-room floor* (p. 101)
- *rheumatic fever* (p. 107)
- *hurricane* (p. 118)
- *leprosy* (p. 125)
- *stroke* (noun) (p. 129)

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.L.4



CHAPTER-BY-CHAPTER DISCUSSION QUESTIONS

The discussion questions below address many Common Core Anchor Standards in Reading, Writing, Speaking & Listening as well as Language. Just a few that apply to all are:

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.3

CHAPTER 1

1. Beans calls grown-ups “lying liars” (p. 1) and repeats that phrase in various ways throughout the book. Why do you think the author chose to do this at the very beginning of the book? Throughout the book?
2. Beans tells the reader: “Garbage had been piling up ever since the town ran out of money to pay for collecting it.” (p. 2) What does this reveal about his hometown? What does this show about Beans himself?
3. **CLASS DEBATE:** Beans believes: “When someone says they’re gonna help you, they’re just waiting to stick their hand in your pocket and take your last penny.” (p. 8) Why do you think he believes this? Apply what you know about him and consider what could have happened in his life to make him think this way. Do you agree that he is justified in feeling this way? Why, or why not?

CHAPTER 2

4. Beans says: “Sometimes I thought it was my mother’s will alone that kept the house from collapsing around us.” (p. 11) What does this reveal about him? About his mother?
5. On pages 12–13, Beans describes Termite, the dog that has been following them. How is Termite an important character in the story?
6. Johnny Cakes describes the “terrible malaria epidemic going on in Havana.” (p. 15) Describe how this is foreshadowing a future occurrence in the novel.
7. What happens when the fire bell rings in the novel? What does this mean? (p. 17)

CHAPTER 3

8. Analyze why marbles are such a big game among the kids. What do the marbles represent? (pp. 23, 25–27)

CHAPTER 4

9. “Everyone was a salesman in this town,” Beans tells the reader. (p. 29) Explain why. What are the different things the kids try to sell? Do any of their ideas work out? Why, or why not?

CHAPTERS 5–6

10. Reread pages 38–40 and describe Julius Stone’s ideas. Be sure to include what both the adult townspeople and the kids think of the ideas.
11. Describe what Johnny Cakes proposes to Beans. What does Beans decide to do? Describe your opinion of that decision. (pp. 43–51)

CHAPTER 7

12. Explain what happens when Julius Stone tries to open the shutters on the houses. (pp. 56–57) Why doesn’t anyone tell him what could happen?
13. **FISHBOWL:** Beans has to help his mother in several ways. Describe what he does to help her. Why does he have to do these things?

CHAPTER 8

14. Beans’s mother doesn’t charge the firefighters to do their laundry because “She said they were heroes.” (p. 61) What did they do that was so heroic?
15. **CLASS DISCUSSION:** Based on your reading of the book, why do you think Nana Philly is so mean to her grandchildren? To other people?



CHAPTER 10

16. What does Johnny Cakes want Beans to do the second time he hires him? Why? (pp. 75–77)
17. Interpret how Beans feels about the second job for Johnny Cakes. Support your interpretation with examples from the text.

CHAPTER 11

18. Ma can earn money by making a dress for a customer. Why won't Nana Philly loan her the money to buy a sewing machine? What happens as a result? (pp. 85–86)

CHAPTER 13

19. Describe what the kids think of the playground that Mr. Stone shows them. (p. 101) Why? Are they right or wrong about this?

CHAPTERS 14–15

20. Beans is caught cheating on a geography test. (pp. 104–105) What does he learn from this? What did Miss Sugarapple think he learned?
21. **PAIR WORK:** Summarize how Kermit's life changes when he is diagnosed with rheumatic fever and assess how he feels about this change. (pp. 107–110)
22. Beans believes: "President Roosevelt wasn't much of a whiz, seeing how the country was still in a depression." (p. 111) What does this reveal about what some people in America were thinking at the time?
23. Reread Poppy's letter to Ma. (p. 112) What does this reveal about the family situation? What does this reveal about the time period and people's struggles? (Connect this to the letters that the children wrote to Mrs. Roosevelt discussed in the pre-reading activities.)

CHAPTER 16

24. Beans says: "This Depression was bearing down on my family like a hurricane. One good wind would sweep us away. I needed to blow us in the other direction." (p. 118) Why does he compare the Depression to a hurricane? Why does he need to "blow us in the other direction"?
25. Beans works for Johnny Cakes a third time. (pp. 116–117) Why does Beans decide to do this? How does he feel about this decision?

CHAPTER 17

26. Beans loves going to the movies. Why do you think he enjoys it so much? What does this reveal about Beans's character?
27. Why do you think the leper, Murray, is so secretive when he meets Beans at the movies? What is he hiding? From whom is he hiding it? (pp. 125–126)


CHAPTER 18

28. Describe how Nana Philly's life changes after her stroke. How does she change?
29. Beans says: "I was the only one who wished I was dead." (p. 133) Why does he feel so badly about the fire that destroys the Soldanos' house? Based on your reading of the text, judge whether he is right or wrong.

CHAPTER 21

30. What does Beans mean when he says, "I started to see everything with new eyes"? (p. 152) What has changed?

CHAPTER 22

31. **CLASS DISCUSSION:** How do the kids help with the New Dealers' project? What is the result of their help? (pp. 156–161)
- 



CHAPTERS 23–24


32. Describe what happens when the tourists arrive. How does the town begin to change? (pp. 163–165, 171)
33. Describe the members of the Diaper Gang and explain what they do. Why is this business successful?
34. **PAIR WORK:** Reread page 179 and paraphrase Beans’s advice to the reader. What do you think of that advice? How does it differ from what Beans said at the very beginning of the novel?

EXTENSION ACTIVITIES

Below are some extension activities for further inquiry. Assign one, assign them all, or let your students pick the one that interests them. Your students may also have ideas for other prompts!


A CITY CAN GO BANKRUPT?

The bankruptcy of Key West really happened. Student pairs/small groups research its bankruptcy or the bankruptcy/near bankruptcy of another town/city in their state during that era. What happened? Did the town/city actually go bankrupt? Why, or why not? How were the people affected?

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.9, CCSS.ELA-LITERACY.CCRA.R.10, CCSS.ELA-LITERACY.CCRA.W.8, CCSS.ELA-LITERACY.CCRA.W.9

WHAT IS LEPROSY?

Leprosy is a real disease that affected people throughout the ages. Students work in pairs/small groups to research the disease and describe its effects in well-developed paragraphs. Students work individually to create monologues either from the perspective of a leper or of someone who fears getting the disease from an infected person in their family/community. Students will act out their monologues in class. Teacher resources: www.niaid.nih.gov/topics/leprosy/understanding/pages/whatis.aspx
web.stanford.edu/group/parasites/ParaSites2005/Leprosy/history.htm

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.3, CCSS.ELA-LITERACY.CCRA.W.4, CCSS.ELA-LITERACY.CCRA.SL.6, CCSS.ELA-LITERACY.CCRA.L.3

FROST AND HEMINGWAY SLEPT HERE?

Two famous writers, Robert Frost and Ernest Hemingway, are mentioned in the novel. (p. 166) Students research each author’s biography and verify whether either of them visited Key West in their lifetimes. If either did, students will describe what the author did while there. Did either writer impact the community in any way? How? Write short informational pieces that explore this topic.

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.2, CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.W.8


POST-READING ACTIVITY

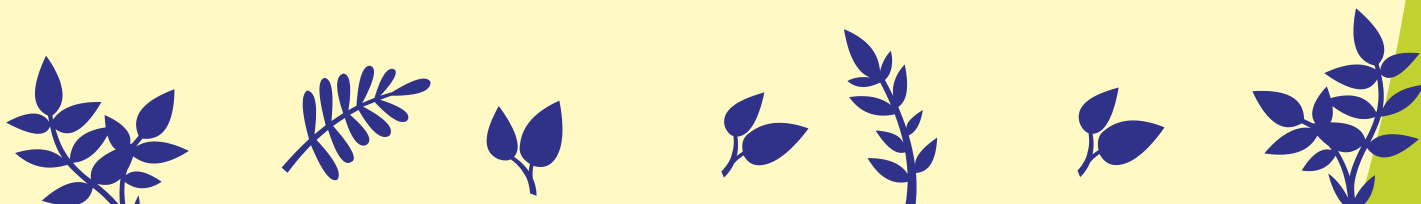
ESSAY/REFLECTIVE WRITING IDEAS

What changes do Mr. Stone and the other New Dealers make? Do the people of Key West think that the changes are beneficial? Do they change their minds? Why, or why not?

Describe the ongoing conflict between Dot and Beans. How does it continue to escalate? Explain how it is resolved.

Describe Beans’s internal conflict throughout the novel. To whom does he reveal it? Why? Does it get resolved by the end of the novel? Why, or why not?

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.1, CCSS.ELA-LITERACY.CCRA.W.2, CCSS.ELA-LITERACY.CCRA.W.4, CCSS.ELA-LITERACY.CCRA.W.9





TURTLE IN PARADISE

EVEN THOUGH JENNIFER L. HOLM WROTE THIS NOVEL FIRST, THE ACTION TAKES PLACE AFTER *FULL OF BEANS*.

Filled with adventure, humor, and heart, *Turtle in Paradise* is a wonderful novel to study in middle-grade classrooms. Turtle has to be strong because of her family circumstances and because of the time period in which she is living. She makes difficult decisions and often has to act like a grown-up in order to survive and to help others survive.

PRE-READING ACTIVITY

Because this novel is set during the Great Depression, a time period with which students may be unfamiliar, it is helpful to do some background work about the time period before students begin the novel.

A DUST BOWL, A PRESIDENT, TRASH, AND A CRASHING SHIP . . . ALL ABOUT THE GREAT DEPRESSION!

Students work in small groups to research the following historical information and people. Student groups present using PowerPoint, Prezi, or posters.

- the dust bowl (p. 4)
- President Roosevelt (p. 4)
- the Depression (p. 4)
- the trash in Key West (p. 13)

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.W.9, CCSS.ELA-LITERACY.CCRA.SL.4

VOICES OF THE GREAT DEPRESSION

Students read primary sources/firsthand accounts of different people's experiences and memories of the Great Depression, including author John Steinbeck, author Beverly Cleary, playwright Arthur Miller, and Civil Rights activist Malcolm X, among others: www.digitalhistory.uh.edu/active_learning/explorations/children_depression/human_meaning.cfm.

Students look online at photos of children during the Great Depression (photos by Dorothea Lange are an excellent option, but many photos can easily be accessed on the Internet).


Based on their research, students write journal entries as children living during the Great Depression. Encourage them to capture the voices and emotions of each person they are portraying.

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.R.9, CCSS.ELA-LITERACY.CCRA.W.3

WHILE READING

CHARACTERIZATION AND A PARTY!

Students create character outlines for each of the characters listed below that include physical descriptions as well as specific traits. Toward the end of the novel, the teacher will place each character's name in a hat and direct students to draw names and then attend a party where each student comes as the selected character and must dress and act like the character would throughout the party.



Give the students three pre-writing questions to get them in character: 1. What motivates this character? 2. What conflicts has the character had? 3. What are this character's strengths and flaws?

- Turtle
- Aunt Minnie (Beans's mom)
- Mr. Edjit
- Pudding
- Archie
- Ollie
- Mama/Sadie Belle (Turtle's mother)
- Poppy/Uncle Vernon
- Smokey (the cat)
- Johnny Cakes

Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.W.10

VOCABULARY: WHAT DOES THAT WORD MEAN?

Students create a vocabulary journal at the back of their notebooks and add and define words they don't know as they read. Some words students may include are:

- *blanch* (verb) (p. 59)
- *foraging* (p. 145)
- *cut-up* (p. 85)
- *debris* (p. 154)
- *tick-tocking* (pp. 85-86)

Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.L.4

CHAPTER-BY-CHAPTER DISCUSSION QUESTIONS

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Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.3

CHAPTER 1

1. In the very first line of the novel, Turtle says, "Everyone thinks children are as sweet as Necco Wafers, but I've lived long enough to know the truth: kids are rotten. The only difference between grown-ups and kids is that grown-ups go to jail for murder. Kids get away with it." (p. 3) What does this reveal about her as a character? About her feelings toward kids and adults?
2. Turtle describes her mother's romantic relationships by comparing the men her mother falls for to dandelions, saying: "One day they're there, bright as sunshine—charming Mama, buying me presents—and the next day they're gone, scattered to the wind, leaving weeds everywhere and Mama crying." (p. 6) What does this reveal about Turtle? What does it reveal about her mother?

CHAPTER 2

3. **CLASS DISCUSSION:** Turtle describes how she and her mother look alike and then describes the difference between them: "Mama has soft blue eyes, and all she sees is kittens and roses. My eyes are gray as soot, and I see things for what they are. The mean boy on the porch [Beans] has green eyes. Probably from all the snot in his nose." (p. 17) What does eye color represent to Turtle? What does it reveal about her first impressions of Beans?
4. Describe Turtle and Beans's first interactions. (pp. 17-20) Evaluate why they act this way toward one another.

CHAPTER 3

5. **PAIR WORK:** Describe the conflict between Termite (the dog) and Smokey (the cat). How does it parallel the relationship between Beans and Turtle? (p. 25)

CHAPTER 4

6. Turtle tells the reader: "Lots of folks go to bed hungry these days." (p. 30) What does this reveal about what is occurring during the Great Depression in America? What does this reveal about Turtle?
7. Aunt Minnie tells Turtle: "I spent my whole childhood taking care of Sadie Belle, and here I am taking care of you now. I sure hope that you have more sense than her." (p. 31) What does this reveal about Aunt Minnie's relationship with her sister? What does this reveal about how she feels about Turtle? Decide if Turtle has "more sense" than her mother, and support your opinions with examples from the text.



CHAPTER 5

8. Describe what Beans does to get ice cream. What does this show the reader about him? (pp. 48–49)

CHAPTER 6

9. **FISHBOWL:** Turtle says: “Kids lie. We have to or we’d never get anything. But grown-ups lie, too—they just do it differently. They leave things out; they don’t give you the whole story.” (p. 51) Evaluate what Turtle means by this statement. Think about why kids lie. Think about why adults lie. Do you agree with Turtle? Why, or why not?

10. Think about why Turtle’s mother doesn’t tell Turtle much about her father. (p. 53) What is she hiding from Turtle? Why?

11. Describe Turtle’s advice to the writer Ernest Hemingway. (p. 61) What is ironic about this advice?

CHAPTER 7

12. **PAIR WORK:** Turtle doesn’t realize who Slow Poke really is until the end of the book. Her first meeting foreshadows their future relationship. Reread pages 62–67 and describe the foreshadowing that occurs.

13. Slow Poke says: “I’ve always taken my own sweet time doing things. My mother said I was late for my own birth.” (p. 71) What does he mean by “late for my own birth”? What can you infer about him based on this statement?

CHAPTER 8

14. **CLASS DISCUSSION:** Turtle’s mother told Turtle that she had cousins in Key West, but didn’t tell Turtle that her grandmother (Nana Philly) was still alive. Why did Turtle’s mother omit this fact? What does this reveal about Sadiebelle and Nana Philly’s relationship?

15. **FISHBOWL:** Describe Turtle’s relationship with Nana Philly, and explain how it evolves throughout the novel. (pp. 78–80, 104–110, 124–125) (chapters 8, 11, and 13)

CHAPTER 9

16. Describe what happens when the boys go tick-tocking. (pp. 85–91) How do the townspeople react?

CHAPTERS 10–11

17. Reread Turtle’s mother’s letter to her. What does she complain about? What does she wish for? What does this reveal about her as a character? (p. 93)

18. Create a Venn diagram to compare and contrast Turtle’s descriptions of Archie and Uncle Vernon. (p. 97) Based on her description, whom does Turtle prefer? Why?

19. Turtle tells her uncle and aunt how she got her nickname and talks about not crying since she was five years old. (p. 99) Why doesn’t she cry?

20. Compare Archie to Sadiebelle’s other boyfriends. How is he different from the others? How is he the same?

21. A man compares Turtle to her mother. Turtle responds: “Believe me, I’m nothing like Mama.” (p. 116) What does this mean? Is Turtle right or wrong about this? Use examples from the text to support your opinion.

CHAPTER 12

22. Explain what happens when Aunt Minnie is bitten by a scorpion. (pp. 119–121) What does Beans do? What does Turtle do?

CHAPTER 13

23. **CLASS DISCUSSION:** Turtle finds Black Caesar’s treasure map in Nana Philly’s piano. What does Turtle believe? What does she do? What do the kids do? (pp. 126–130)

CHAPTERS 14–15

24. After they discover the gold, the kids realize that they’re in trouble when the boat is gone and they’re stranded on the island. What happened to it? Describe what happens as a result of this.





CHAPTERS 16–17

25. **CLASS DISCUSSION:** Beans and Pork Chop fight while they're trapped on the island. (pp. 146–147) What is the real reason for their fighting? How do they resolve their argument? Describe what the boys do during the storm. How does that differ from what Turtle does? (pp. 152–155)
26. Describe what happens when the kids are rescued. Think about who rescued them and why they went looking for the kids. (pp. 156–158)
27. Explain how the kids' actions helped save Uncle Vernon's life. (p. 157)
28. **CLASS DISCUSSION:** What is the resolution of the treasure hunt? Explain what happens to the Diaper Gang. (pp. 160–161)

CHAPTER 18

29. Turtle finally cries at the end of the book. What makes her cry? What does this reveal about her? (p. 175)
30. Turtle says: "Mama's drowning and she's dragging me down with her, and this time there's no one to rescue me. This time I'm not going to make it." (p. 176) What does Turtle mean by "drowning"? How is Turtle wrong?


EXTENSION ACTIVITIES

COMPARE AND CONTRAST PROJECT: THE 1930S VS. NOW

Jennifer Holm references several cultural icons throughout the novel. Students may choose from the list below and compare and contrast the cultural icon with a modern icon, focusing on their popularity, their marketability, their earnings (in the case of the real people listed), their notoriety, and/or the effect they had on society:

- *Little Orphan Annie* vs. manga/modern comics
- *The Shadow* (1930) vs. *The Shadow* (1994) or any modern superhero
- Shirley Temple vs. current child stars
- Amelia Earhart (p. 94) vs. Kay Cottee
- Rockefeller (p. 103) vs. Bill Gates
- Ernest Hemingway (p. 163) vs. a modern novelist


Students write several well-developed paragraphs on their findings and then will create a two- to three-slide PowerPoint or Prezi presentation to share their findings with the class.

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.10, CCSS.ELA-LITERACY.CCRA.W.1, CCSS.ELA-LITERACY.CCRA.W.7, CCSS.ELA-LITERACY.CCRA.W.8, CCSS.ELA-LITERACY.CCRA.SL.5

POST-READING ACTIVITY

ESSAYS/REFLECTIVE WRITING IDEAS

1. **THEME:** Now that you've finished reading the book, identify an overall theme or message in the story, such as identity, independence, struggle, or change, and write an essay describing how the writer develops this theme throughout the novel, and how it is relevant today.
2. **COMPARE AND CONTRAST:** At the very end of the novel, Turtle says: "I've lived long enough to learn the truth: not all kids are rotten, and there are grown-ups who are sweet as Necco Wafers." (p. 177) Reread the very first paragraph (p. 3), and compare and contrast Turtle's attitudes toward adults and children. Cite specific and relevant examples from the text that show how she is changing and growing throughout the story. Think about why the author decided to start and end the novel with the same idea.
3. **SYMBOLISM:** Turtle and her mama have very specific dreams regarding the house they want to own. What does it symbolize to them? Does the dream change? Does the dream become a reality? Why, or why not?
4. **HAPPY ENDINGS:** Turtle thinks she finally has her happy ending when her mother and Archie get married. How is she right? How is she wrong? How does Turtle help create her own happy ending (pp. 164–170)?

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.1, CCSS.ELA-LITERACY.CCRA.W.2, CCSS.ELA-LITERACY.CCRA.W.4, CCSS.ELA-LITERACY.CCRA.W.5



USING *FULL OF BEANS* AND *TURTLE IN PARADISE* TOGETHER

There are several points where the novels intersect and where characters from one novel also appear in the second novel. These activities give opportunities for students to compare and contrast characters and study literary devices.

CLASS DISCUSSION: THE GREAT DEPRESSION AS SETTING

The Great Depression is the setting for both *Full of Beans* and *Turtle in Paradise*. How does each novel make use of the Great Depression as part of its setting? How does each novel present different aspects of the Great Depression?

Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.SL.1

A DISCUSSION ON CHARACTERIZATION

1. How is Beans portrayed differently in the two novels? Why does this characterization differ?
2. How is Beans's mother (Ma/Aunt Minnie) characterized differently in the two novels? Why is she portrayed so differently?
3. Ernest Hemingway, aka Papa, appears in both novels as a minor character. How is his role different in the two novels? Why do you think the author chose to include him in the novels?

Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.3

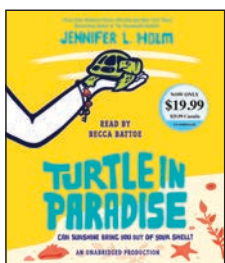
RETELLING A STORY

Turtle's arrival in *Turtle in Paradise* (pp. 16–17) is retold at the end of *Full of Beans* (pp. 178–179). How is the second version the same? How does it differ from the first version? Why do you think the author decided to make these changes? *Turtle in Paradise* was written first. Why do you think the author chose to include Turtle's arrival at the end of *Full of Beans*?

Students compare and contrast the two versions of the same event using a Venn diagram: the time that Beans stole the geography test is told in *Full of Beans* (pp. 104–105) and retold in *Turtle in Paradise* (pp. 84–85).

As an added activity, students interview family members and friends. Ask them to recount the same event and then create newspaper articles detailing both versions of the story. Once this is done, ask students to decide which version is more “true.”

Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.4



LISTEN & LEARN—INCORPORATING THE AUDIOBOOK:

Research indicates there are many educational benefits to audiobooks:

- Audiobooks build and enhance vital literacy skills such as fluency, vocabulary, language acquisition, pronunciation, and comprehension—skills that often boost reading scores.
- Audiobooks help learners develop critical-thinking and active-listening skills, and listening together allows children to become collectively engaged in a shared story in a manner that promotes a sense of intimacy and human connection.

SKETCHNOTING: VISUAL NOTE TAKING

Sketchnoting is creating a personal visual story as one listens to a speaker/audiobook or reads a text. As you play *Full of Beans* or *Turtle in Paradise*, have young listeners illustrate symbols, sayings, or favorite scenes that stick out in their minds. Periodically pause the audio to share drawings/notes. Students can compare their drawings with each other and talk about what inspired them.

For more audiobook-related activities, visit booksontape.com/SoundLearningActivityGuide.



ESSAY/REFLECTIVE WRITING IDEAS

1. COMPARE & CONTRAST ESSAY

- Closely reread the following pages in *Full of Beans*: pp. 64–65, 83–87, 127–130, 142–144, and take notes on Beans’s relationship with Nana Philly. Be sure to include quotations or paraphrases and page numbers.
- Closely reread the following pages in *Turtle in Paradise*: pp. 77–81, 103–112, 124–125, and take notes on Turtle’s relationship with Nana Philly. Be sure to include quotations or paraphrases and page numbers.
- The Essay: How does Beans’s relationship with Nana Philly differ from Turtle’s? How are their relationships with Nana Philly similar?

2. ANALYTICAL ESSAY—AUTHOR’S CHOICES

Both novels seem to have happy endings for their protagonists. Reread the final chapters of each novel and explain how each character gets a happy ending. Explain why you think Jennifer Holm chose to end the novels this way.

3. IDEAS FACE-OFF

Which protagonist, Beans or Turtle, was the more effective character/storyteller?

The teacher will divide the class into multiple groups and pose the question above. Groups will have a chance to confer for a moment to decide if they think Beans or Turtle was the more effective character. Students will write down their chosen character’s name and the face-off will begin! The teacher will point to a group and students will have to share a fact from either of the novels that supports their perspective.

The teacher will then point to another group and so on. The face-off is over when groups can no longer offer evidence/reasons to support its argument. Have groups stand up to face each other for a more dramatic activity! As an additional review for the activity, the teacher may appoint scribes to take notes on the facts that each group is presenting.

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.1, CCSS.ELA-LITERACY.CCRA.W.9

CREATE A FAMILY TREE AND USE IT AS INSPIRATION . . . JENNIFER L. HOLM—STYLE!

Have your students try their hands at writing fiction based on their own family history! This is a multi-day project.

Start by guiding students in researching and presenting their family trees. (You could collaborate with an art teacher on the presentation!)


Then define *oral history* with your students and listen to stories from StoryCorps (storycorps.org) and The Moth (themoth.org/stories). Discuss the importance of passing down stories. (Extend this unit to include time for students to engage in their own storytelling.)

Next, let students know that they’ll be writing a fictional story inspired by their own family. After listening to their family’s stories, students should pick one story that has a strong sense of place and time (as Holm did with the Great Depression in Key West), a strong problem or conflict, and a strong central character(s) (in Holm’s case, the Currys).

Students should further research that time and place as best they can. What details do they find interesting that they could use in their stories?

Finally, students will use that setting and draw inspiration from the problem and characters to write a new fictional story with historical relevance. Hold a Family Tree Writing Celebration and invite families in to hear snippets of these wonderful tales.

(Please consider any sensitivity your students may have to working on a project about their families.)

 Correlates to Common Core Standards CCSS.ELA-LITERACY.CCRA.W.3, CCSS.ELA-LITERACY.CCRA.W.4, CCSS.ELA-LITERACY.CCRA.W.5





JENNIFER L. HOLM



Photo by Todd Rafalovich

ABOUT THE AUTHOR

Jennifer L. Holm is the *New York Times* bestselling children's author of *The Fourteenth Goldfish* and three Newbery Honor books: *Our Only May Amelia*, *Penny from Heaven*, and *Turtle in Paradise*. Jennifer collaborates with her brother, Matthew Holm, on two graphic novel series—the Eisner Award–winning Babymouse series and the bestselling Squish series. She lives in California with her husband and two children.



AN INTERVIEW WITH JENNIFER L. HOLM

Q: These novels are so rich in character and place. It's especially wonderful that they are inspired by your own family's history. Do you remember first learning about your family's history? How were these stories passed down to you? When did you decide to use them as inspiration for your writing?

A: In the case of my family, I only heard snippets and pieces. I wanted to learn more—to find out the whole story. I look at doing research as detective work. Instead of discovering stolen jewels, I discover forgotten stories.

Q: Check out the last activity in this guide: *Create a Family Tree and Use It as Inspiration . . . Jennifer L. Holm–Style!* Are we very far off in guiding our students in replicating your process? Tell us how you do it!

A: This is very close to my own process! One thing I tend to focus on is what it was like to be a *kid* at that time. For instance, what would a kid wear in the 1930s? What would they eat? Where would they go to school? Would they listen to the radio? What movies were popular? Look for things that would interest you in that time.

Q: Do you have a favorite line, paragraph, chapter, or episode in these books?

A: My favorite episodes involve Too Bad and the Diaper Gang. I love the idea of boys running a babysitting service! (And the secret diaper rash formula!)

Q: Your protagonists are very realistic and honest. Why do you give your characters flaws?

A: Flaws make the character. My eternally messy hair (won't go properly straight but won't hold a curl) was the inspiration for Babymouse's messy whiskers.

Q: Do you find that writing for one type of book influences your writing for another? For example, does writing the Babymouse graphic novels affect how you write other novels, and vice versa?

A: Writing graphic novels has made me realize that every word counts. It's harder to write spare than long.

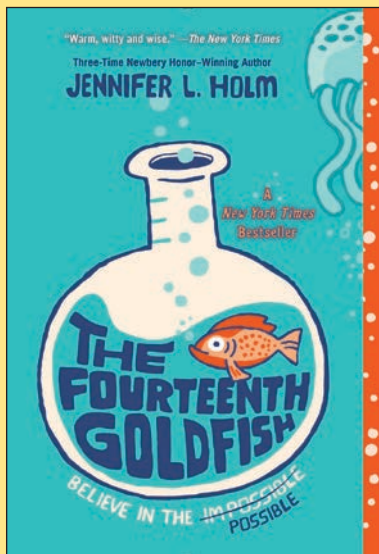
Q: What are your top three pieces of advice for young people who want to be writers?

- A:**
1. **READ!** Books, magazines, the back of the cereal box—it doesn't matter. Just keep reading.
 2. **LISTEN!** Pay attention to how family members and friends tell stories. Storytelling is the basis for writing.
 3. **DOODLE!** If you get stuck when you are writing, "doodle it out." Which is to say, when I am coming up with the story for my books, I doodle out ideas on a piece of paper. Drawing will get your creative juices flowing.

Q: What are your top three pieces of advice for teachers who want to inspire young people to be readers and writers?

- A:**
1. Keep books everywhere! In our house, we have a basket of books next to the kitchen table, a box in the car, and, of course, in the favorite of all reading spaces . . . the bathroom. If they see it, they will pick it up and read.
 2. Read aloud every day!
 3. Let the kids choose! Let the kids pick a book during free reading time. It will help them to discover what they like and foster a love of reading.

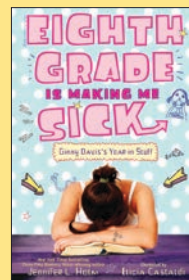
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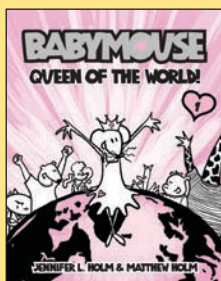
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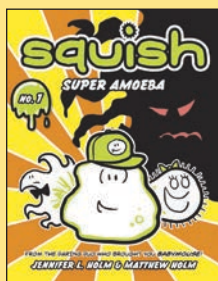
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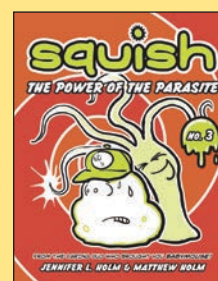
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