



KATE, WHO TAMED THE WIND

About the book:

Grades: PK-3
Age Range: 3-8
Publisher: Schwartz & Wade
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A wild wind blows on the tippy-top of a steep hill, turning everything upside down for the man who lives there. Luckily, Kate comes up with a plan to tame the wind. With an old wheelbarrow full of young trees, she journeys up the steep hill to add a little green to the man's life, and to protect the house from the howling wind.

About the author:

Liz Garton Scanlon is the author of many children's picture books, including the Caldecott Honor Book *All the World* and *Happy Birthday, Bunny*, which Publishers Weekly called "as memorable and heartfelt as a birthday book gets." Liz lives in breezy, beautiful Austin, Texas, with her husband and her two daughters, who all love flying kites. Follow Liz on Twitter at @LGartonScanlon and visit her at lizgartonscanlon.com.



About the illustrator:

Lee White is the illustrator of many books for children, including *I Lived on Butterfly Hill* by Marjorie Agosín, winner of the Pura Belpré Award; *The Lost Track of Time* by Paige Britt; *Arctic White* by Danna Smith; and, most recently, *Emma and the Whale* by Julie Case. He lives with his wife and son in Portland, Oregon, where the wind makes his umbrella useless when it rains. Follow Lee on Twitter at @Art_Lee_White or visit him at leewhiteillustration.com.



Pre-reading Discussion:

Consider the front cover...

- Examine the girl featured in this illustration. Tell how she is feeling. Predict why she seems frustrated. What is troubling her?
- Read the title of the book. The word 'tamed' means to control, stop, or sooth. Determine how a young girl might be able to tame the wind.
- Identify what a girl would need to do to tame the wind. Explain why she would want to do so.
- What is the message this illustration represents.

Consider the back cover...

- Study the drawing the girl is working on. Determine what the curved arrows represent. Predict why she is drawing a man in distress.
- Explain why the word 'wind' is surrounded by question marks.
- What is the story this illustration is telling?
- After considering the front and back covers of the book, predict what this story is going to be about.

Post-reading Discussion:

**The wind blew until the shutters banged in the creaky house on the tip-top of the steep hill.
The wind blew, the shutters banged,
and the boards bent.**

- Notice the how the wind's power shifted from being soft to being one that bangs shutters, bends boards, tips tables, and spills tea. Explain why this change took place.
- The old man who lived in the house on the steep hill seemed to be confused and desperate with the change in the wind. Do you think he had ever experienced such violent gusts of wind before? Explain your answer.
- Explore the effect the strong winds had on the man's home. Is it possible to stop the wind from blowing? Is this something that a person would want to do? How so?
- The word 'hopeless' means worried, sad, and alone. Do you think these words describe the old man at this point in the story? Explain your answer.

The wind whipped his words from the tip-top of the steep hill to the itty-bitty town at the bottom, where a little girl called Kate heard the cry—and felt it, too.

- Could it be that the wind intentionally brought the man’s words to Kate? If so, why?
- Kate not only heard the man’s cry, she *felt* it. How could this be? Examine what it means to feel another’s trouble or worry.
- The word ‘empathy’ means understanding, compassion, and concern. Determine if Kate’s actions are motivated by empathy for the man and his troubles.

Kate could not stop the wind, she knew, but...

- Consider the importance of the man’s hat. Predict why the hat fell, precisely, in Kate’s path.
- Kate knew that she “could not stop the wind”, and yet she was determined to help the man. The word ‘determined’ means serious, persistent, and strong-willed. Describe how and why Kate is determined to solve the man’s problem.

There, Kate dug deep holes and watered muddy mounds...

- Examine Kate’s idea to plant a wagon-full of trees near the man’s house. Discuss how planting trees might be helpful in taming the power of the wind.
- Describe how the trees made changes in nature. Tell how they became homes for the animals.
- Notice the physical changes that occur between Kate and the man over time.
- Explain how the planted trees brought about a special connection between Kate and the man.

The leaves fluttered, the shutters stilled, the boards bounced back, and the dust died down.

- Notice how leaves in the illustrations demonstrate the change of seasons and the passage of time.
- Identify how the growth of the trees effected both the man’s and Kate’s ways of life over time.
- Explore how taming the wind brought Kate and the man together as good friends.

Extension Activities:

Deciduous and Non-deciduous Trees:

Kate planted *deciduous* trees, which are types of trees that lose their leaves in the fall and re-grow them in the spring. Click [HERE](#) to watch a video presenting facts about deciduous and non-deciduous trees. After watching the video, go outdoors and identify the types of trees that grow in your surroundings. Write a short essay describing your observations regarding the differences and similarities between deciduous and non-deciduous trees.

Explore the Changing Colors of Leaves:

Leaves contain a substance called *chlorophyll*, which gives leaves their green color. Chlorophyll creates such deep green, it hides the other colors in the leaves. In the fall, the chlorophyll in the leaves breaks down, allowing beautiful autumn leaf colors to shine through! Experiment with, record, and respond to the steps list for the project described on the right. Write a short essay expressing your reaction to the experiment.

- Supplies: 3 deciduous leaves from same tree, rubbing alcohol, jar, plastic wrap, bowl, hot water, a coffee filter, scissors
- Procedure:
 - Break the leaves into tiny pieces and put in the jar.
 - Pour rubbing alcohol over the leaves until they are just covered.
 - Smash and stir the leaves into the rubbing alcohol until the alcohol turns slightly green.
 - Cover the jar with the baggie or plastic wrap. Place the jar in a small bowl and pour hot water into the bowl.
 - Leave the jar in the water for 30 to 45 minutes, occasionally swishing the jar to stir the leaves. The alcohol should be a very dark green.
 - Cut a strip in the coffee filter. Drape the strip over the lip of the jar so the edge of the filter is moistened by the rubbing alcohol mixture.
 - In an hour or so, the liquid will travel up the coffee filter and the hidden autumn colors in the leaves will separate as the alcohol evaporates off the coffee filter.



Common Core State Anchor Standards:
Reading-R.1, R.2, R.3, R.7, R.10. Writing-W.2, W.3, W.4. Speaking & Listening-SL.1, SL.2, SL.6.
Next Generation Science Standards: K-LS1-1, K-ESS2-1, K-ESS2-2, K-ESS3-3.

Guide created by Debbie Gonzales, MFA www.debbiegonzales.com

