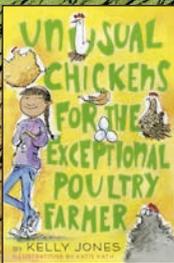
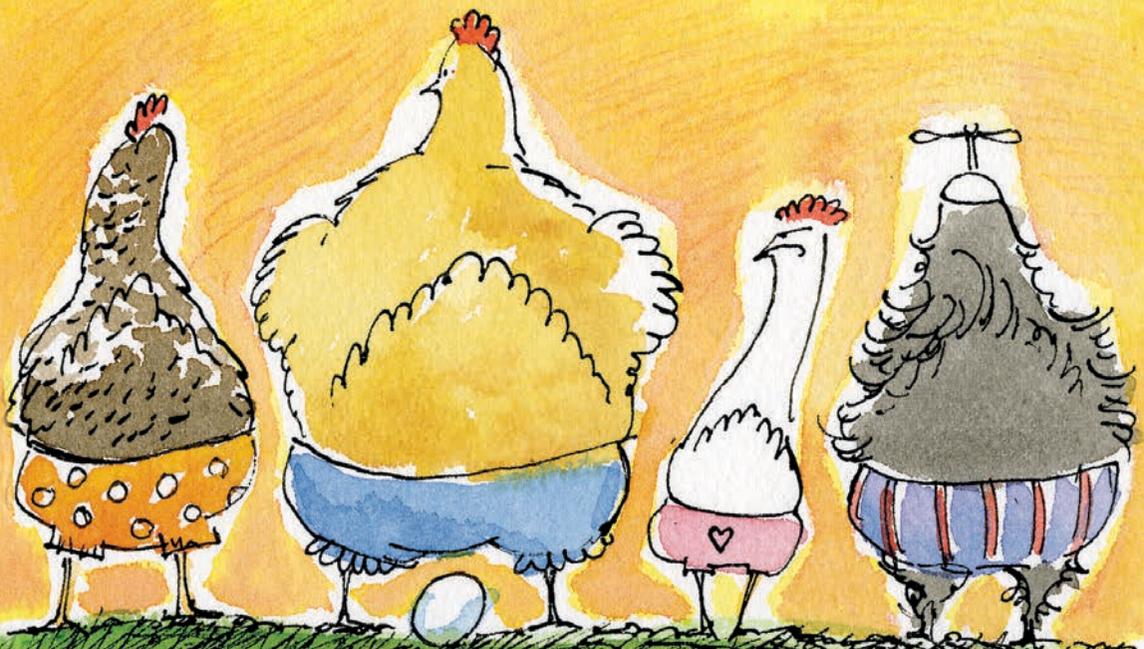


KELLY JONES EDUCATORS' GUIDE



EDUCATORS' GUIDE

INCLUDES COMMON CORE STANDARDS CORRELATIONS



UNUSUAL CHICKENS FOR THE EXCEPTIONAL POULTRY FARMER

PRE-READING ACTIVITY

Divide the class into small groups and ask them to identify unusual and interesting facts about chickens. Have them write the information as fact or fable. Combine the work of each group and ask the class to decide if the statements are fact or fable.

● Correlates with Common Core State Standards in Writing: Research to Build & Present Knowledge W. 4-6.7.

CLASSROOM DISCUSSION

How does Sophie's life change when her family moves from Los Angeles to Great-Uncle Jim's farm? Why is the move especially difficult for Sophie and her mother? Explain how focusing on the chickens helps Sophie deal with loneliness. At what point does she realize that her dad has been lonely as well? What scares Sophie about Sue Griegson? Explain why Henrietta would be valuable to someone like Sue Griegson. Sue has a chicken that turns into a hawk. Why does she bring the chicken/hawk to Great-Uncle Jim's farm? Debate whether she is an evil character in the novel.

Explain the warning in the letter from Agnes (p. 40). How does this warning remain important as the plot thickens? Sophie learns from Jane at the feed store that Redwood Farm Supply went out of business years ago. How does this information add to the mystery?

Discuss the structure of the novel. How do the letters that Sophie writes contain all the traditional elements of a novel: character, conflict, and plot? What is the main conflict? Identify the climax, the turning point in the novel.

● Correlates with Common Core State Standards in Reading: Literature: Key Ideas & Details RL. 4-6.2, 4-6.3; Speaking & Listening: Comprehension & Collaboration SL. 4-6.1, 4-6.3; Presentation of Knowledge SL. 4-6.4; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

CURRICULUM CONNECTIONS

Sophie wonders if there is a manual on raising chickens with superpowers. Think about the magical behavior of Sophie's chickens and write a manual for raising them.

● Correlates with Common Core State Standards in Writing: Production & Distribution of Writing W. 4-6.4; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

Sophie inherits Agnes's farm. Write a feature article for the *Gravenstein Independent Journal* about Sophie and her new farm. Remember to include who, what, when, where, and how. Include a quote from Sophie, her parents, Chris, Gregory, Ms. O'Malley, and Sue Griegson.

● Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 4-6.3; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

VOCABULARY/USE OF LANGUAGE

The vocabulary isn't difficult, but students should be encouraged to jot down unfamiliar words and try to define them, taking clues from context. Such words may include *trellis* (p. 17), *wilted* (p. 24), *defecate* (p. 67), *mottled* (p. 88), and *missive* (p. 207).

● Correlates with Common Core State Standards in Language: Vocabulary Acquisition & Use L. 4-6.4.



ARE YOU READY TO HATCH AN UNUSUAL CHICKEN?



PRE-READING ACTIVITY

Sophie is caring for chickens with superpowers. Design a coop for her chickens. Then write a paragraph that explains the special features of the coop.

Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 4-6.2; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

CLASSROOM DISCUSSION

Hortensia James, at APeculiarKindofBird.com, asks Sophie if she had completed an apprenticeship under Agnes. In *Unusual Chickens for the Exceptional Poultry Farmer*, Sue Griegson tells Sophie that her flock isn't a "beginning chicken project." How do these two women feel that Sophie isn't up to the job? Explain what Sophie means when she tells Hortensia James, "Agnes trusted me to do a good job."

Sophie says, "I tried to look at Redwood Farm through Lupe's eyes" (p. 65). What does Lupe see that Sophie doesn't? Sophie is overwhelmed by how much work the overgrown farm needs. Explain how Lupe helps her make a plan and involves the entire community to assure Sophie that she truly belongs.

Describe Sophie's friendship with Chris. Why is the relationship complicated? How does Sophie learn to deal with these complications? Describe Sophie's friendship with Xochi. What do the girls have in common?

Sophie's dad tells her that it's best to forgive people. Debate whether Lupe forgives Sophie's parents after they accuse her of smoking and starting the fire at Redwood Farm. How does Sophie forgive Sue Griegson by the end of the novel?

Correlates with Common Core State Standards in Reading: Literature: Key Ideas & Details RL. 4-6.2, 4-6.3; Speaking & Listening: Comprehension & Collaboration SL. 4-6.1, 4-6.3; Presentation of Knowledge SL. 4-6.4; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

CURRICULUM CONNECTIONS

Discuss the term "pecking order." How might this phrase apply to humans as well as chickens? Put the names of the human characters in one column and the chicken characters in a second column. Then arrange each column according to pecking order. Write a concise sentence for each character that supports their place in the pecking order.

Correlates with Common Core State Standard in Reading Literature: Key Ideas & Details RL. 4-6.3

Sophie's mother writes an article for a major magazine about the chicken coop that Sophie and her friends made for Sam's granddad. Write this feature article. Include a quote from Sophie, Sam, and Sam's granddad.

Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 4-6.3; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

RELATED BOOKS

THE MAGIC CAKE SHOP

By Meika Hashimoto
Illustrated by Josée Masse

THE MAGICAL MS. PLUM

By Bonny Becker
Illustrated by Amy Portnoy

INTERNET RESOURCES

amerpoultryassn.com
The official website of
the American Poultry Association

uspoultry.org
The official website for
the U.S. Poultry & Egg Association

thefactsite.com/chicken-facts
This site offers
interesting facts about chickens



SAUERKRAUT



PRE-READING ACTIVITY

Most communities claim a few ghost stories. Ask students to use library resources or websites to identify a ghost story that is unique to their community or state. Then have the students write a one-page paper that identifies the ghost and explains when and why the ghost appears.

🕒 Correlates with Common Core State Standards in Writing: Research to Build & Present Knowledge W. 4-6.7, W. 4-6.8.

CLASSROOM DISCUSSION

HD's mom says, "Knowing where you came from is important, but so is knowing who you are, and what kind of person you want to become" (p. 2). How might other characters in the novel describe HD? Explain how he views himself. What does he want to become? Chart his path to fulfilling his dream.

Trace HD and Eli's friendship. How does Oma's ghost help the boys reconnect after a quarrel? What special qualities does Eli contribute to help Oma accomplish her grand plan? How does she prove to Eli that she is indeed a ghost?

What is HD's relationship to Mr. Ziedrich? Explain how HD knows that he can trust Mr. Z. when he tells him about the ghost of Oma. What is Mr. Z.'s explanation? He introduces HD to Ms. Stevermer, a writer and collector of ghost stories. Explain the questions she asks HD. What does she teach him about ghosts?

Explain what Eli means when he says he sometimes needs an accommodation. The boys complete the paperwork to enter Oma in the county fair and tell the judges that she needs an accommodation. Explain the reaction from the judges. Neither HD nor Oma win at the county fair. But what do they gain from the experience?

🕒 Correlates with Common Core State Standards in Reading: Literature: Key Ideas & Details RL. 4-6.2, 4-6.3; Speaking & Listening: Comprehension & Collaboration SL. 4-6.1, 4-6.3; Presentation of Knowledge SL. 4-6.4; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

CURRICULUM CONNECTIONS

Consider the elements of a ghost story (a good setting, the backstory of a tragic event or unresolved issue, no gore, slow-building suspense, a twist at the end). Then write an original ghost story where the ghost has a grand purpose as Oma did.

🕒 Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 4-6.3; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

HD and Eli build a goat obstacle course for Mr. Z.'s goats. Harry at the local library wants to interview the boys about the obstacle course for a future Makerspace blog post. Allow three students to work together. Instruct them to take the role of Harry, HD, and Eli and complete the interview. Then have them transcribe and edit the interview and write an introduction. Allow time in class for groups to share their work.

🕒 Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 4-6.3; Language: Convention of Standard English L. 4-6.1; Knowledge of Language L. 4-6.3.

VOCABULARY/USE OF LANGUAGE

Ask students to jot down unfamiliar words and try to define them, taking clues from context. Such words may include *exorcise* (p. 27), *skeptic* (p. 33), *wafted* (p. 47), *sarcophagus* (p. 138), *peripherals* (p. 175), *annihilation* (p. 234), and *negotiator* (p. 266).

🕒 Correlates with Common Core State Standards Language: Vocabulary Acquisition & Use L. 4-6.4.

RELATED BOOKS

THE BLUE GHOST

By Marion Dane Bauer

THE HALLOWEEN TREE

By Ray Bradbury; Illustrated by Gris Grimly

INTERNET RESOURCES

ghostsandgravestones.com/types-of-ghosts

This website discusses different types of ghosts.

healthline.com/nutrition/benefits-of-sauerkraut#section3

The health benefits of sauerkraut

INTRODUCTION



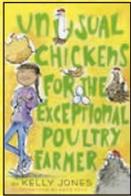
© Susan Brown

KELLY JONES writes novels of magic and intrigue that call upon young readers to use their imagination. She appeals to a reader's sense of fun without sacrificing themes. Family, friendship, and a need to belong are all there as readers rollick through the entertaining plots. Her characters are inquisitive young people with challenges that are larger than real life.

This guide offers open-ended questions to help students think about the overall meaning of each book, while asking them to call upon their own sense of wonder to research and write about specific events and characters.



ABOUT THE BOOKS



UNUSUAL CHICKENS FOR THE EXCEPTIONAL POULTRY FARMER

Twelve-year-old Sophie Brown moves from Los Angeles to a farm her parents inherited from a relative. It turns out that Great-Uncle Jim had a knack for chickens with super-powers, and Sophie is now charged with them. But she isn't the only person interested in the chickens. A local farmer tries to steal them, and Sophie must find a way to keep herself and her chickens safe.



ARE YOU READY TO HATCH AN UNUSUAL CHICKEN?

In this sequel, Sophie Brown has inherited Redwood Farm Supply from Agnes Taylor, a woman whose specialty was unusual chickens. Friends and Cousin Lupe pitch in to help Sophie get the overgrown farm in shape for the arrival of new chicks. When a fire-breathing chick almost sets fire to the farm, Sophie struggles to explain this unlikely event to her parents, who have been skeptical about the unusual chickens all along.



SAUERKRAUT

This novel also takes place in a rural setting. Twelve-year-old HD Schenk has agreed to clean out his uncle's basement to earn money to buy the parts he needs to build his own computer. As he is emptying boxes, he learns that he isn't the only person in the basement. The ghost of his great-great-grandmother speaks to him from a ceramic crock, and she has one passion—to make sauerkraut. HD's grand plan is to enter his computer in the county fair, but Oma has a grand plan, too. The journey the two take together celebrates family heritage in an entertaining and touching fashion.



MURDER, MAGIC, AND WHAT WE WORE

Set in London in 1818, sixteen-year-old Annis Whitworth is mourning the loss of her father. She had always thought that her father was a spy, and now she uncovers some mysterious facts that suggest he was murdered. Then she discovers that she has the ability to sew glamours, garments that disguise people. She sets out to use her magic to uncover a cast of characters that hold the answers to some of her questions. What she doesn't expect is a tangled plot filled with family secrets.



Murder, Magic, AND WHAT WE Wore

PRE-READING ACTIVITY

Tell students that the Regency period in England occurred between 1811 and 1820. Have students find out about the social customs during this time using northangerclassroom.org/student-resources/visualizing-the-text/social-customs/. Write a one-page paper about the most intriguing aspects of life during this era.

- Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 6-8.1; Research to Build & Present Knowledge W. 6-8.7, 6-8.8; Language: Convention of Standard English L. 6-8.1; Knowledge of Language L. 6-8.3.

CLASSROOM DISCUSSION

Annis says, "He was a puzzle, my father, and I was determined to solve him" (p. 10). Explain why she thinks he is a "puzzle." Discuss how she approaches the "puzzle." What is Mr. Harrington's role in the "puzzle"? How must Annis understand his role before she can solve the mystery of her father?

Explain what Annis means when she says she can sew glammers. What gives her the courage to tell Aunt Cassia? Annis transforms herself into Madame Martine. What is Millie's role in helping her with this disguise? How does Annis use this magical power to solve the mystery of her father's death? How does it help her identify "fog"? What is Annis's reaction when she learns that her father was also a glamour artist?

- Correlates with Common Core State Standards in Reading: Literature: Key Ideas & Details RL. 6-8.2, 6-8.3; Speaking & Listening: Comprehension & Collaboration SL. 6-8.1, 6-8.3; Presentation of Knowledge SL. 6-8.4; Language: Convention of Standard English L. 6-8.1; Knowledge of Language L. 6-8.3.

CURRICULUM CONNECTIONS

Ask students to research Napoléon Bonaparte's rule as French emperor. Why was he at war with England? Have students write an essay that explains why Napoléon included the following statement in his will: "I die before my time, killed by the English oligarchy and its hired assassins."

- Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 6-8.3; Research to Build & Present Knowledge W. 6-8.7, 6-8.8, 6-8.9; Language: Convention of Standard English L. 6-8.1; Knowledge of Language L. 6-8.3.

In the author's note, Jones provides a list of characters "courtesy of history, myth, and legend." Allow students to work as partners and assign them several of the characters to research. Have them write a cameo sketch and provide a picture or a drawing of the assigned characters for a combined PowerPoint presentation titled "The Real People" in *Murder, Magic, and What We Wore*.

- Correlates with Common Core State Standards in Writing: Text Types & Purposes W. 6-8.2; Production & Distribution of Writing W. 6-8.4, 6-8.6; Research to Build & Present Knowledge W. 6-8.7.

VOCABULARY/USE OF LANGUAGE

Ask students to jot down unfamiliar words and try to define them, taking clues from context. Such words may include *solicitor* (p. 1), *musicale* (p. 2), *eccentric* (p. 3), *inebriated* (p. 3), *cravats* (p. 6), *procure* (p. 8), *transitory* (p. 13), *veritable* (p. 14), *coalesce* (p. 28), *diffidently* (p. 29), *patisserie* (p. 41), *inscrutable* (p. 50), *traceries* (p. 64), *erudite* (p. 116), *coyness* (p. 117), and *covertly* (p. 146).

- Correlates with Common Core State Standards Language: Vocabulary Acquisition & Use L. 6-8.4.

RELATED BOOKS

*THE BOOK OF DUST:
LA BELLE SAUVAGE*

By Philip Pullman

GENUINE FRAUD

By E. Lockhart

INTERNET RESOURCES

[regencyhistory.net/2012/09/
when-is-regency-era.html](http://regencyhistory.net/2012/09/when-is-regency-era.html)

This website discusses Regency history

britannica.com/biography/Napoleon-I
This website gives a biography of Napoléon

