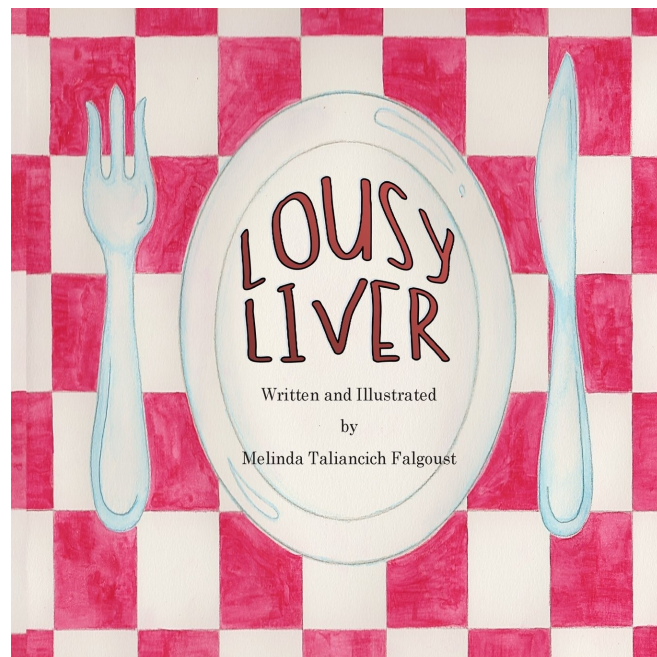


# EDUCATOR'S GUIDE



A plateful of deliciously fun and entertaining ideas and activities to aid educators in integrating *Lousy Liver* into the elementary curriculum. Contains helpful information on aligning lessons to Common Core State Standards.

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# ENGLISH LANGUAGE ARTS

Based on the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and the National Council of Teachers of English and the International Reading Association Standards for the English Language Arts.

## STANDARD CCSS.ELA-Literacy.RLK.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

## STANDARD CCSS.ELA-Literacy.RF.K.2.a

Recognize and produce rhyming words.

## STANDARD CCSS.ELA-Literacy.RF.K.2.b

Count, pronounce, blend, and segment syllables in spoken words.

## STANDARD CCSS.ELA-Literacy.W.K.3

Using a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**STANDARD CCSS.ELA-LITERACY.SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

Picture books can be integrated into the elementary classroom to help teachers encourage their students to meet the Common Core Standards. By reading the text aloud to students, then engaging them in some or all of the suggested activities below, educators can use the text and pictures from *Lousy Liver* to support the learning objectives outlined in the Standards.

## STANDARD CCSS.ELA-Literacy.RLK.6

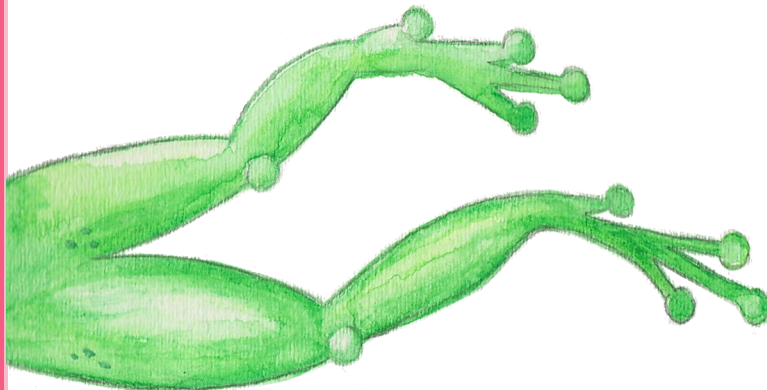
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Turn to the title page of *Lousy Liver*. Point to the words under the plate of liver and mashed potatoes and say "Melinda Taliacich Falgoust wrote the words." Ask students to give another name for the person who writes the text of a book. The students should offer the word "author", but may need guidance in order to produce this vocabulary word.

Then point to the illustration of the plate of liver and mashed potatoes and then again to the words under the picture and say "Melinda Taliacich Falgoust also drew the pictures in this book.. What is another name for the person who draws the pictures?" The students should offer the word "illustrator", but may need guidance in order to produce this vocabulary word.

Make students aware that not all authors are illustrators. Many times the author works with a different person who acts as the illustrator. As a team, they work together to produce a book.

Ask students whose job they think is more difficult, the author's or the illustrator's. Further the discussion by asking students to explain their reasoning. Then ask students which job they would prefer and why.



**STANDARD CCSS.ELA-Literacy.RF.K.2.a**

*Recognize and produce rhyming words.*

Read the first four pages of text out loud. Ask the students to identify rhyming words. Students will probably identify the following rhyming pairs with relative ease: called/hall; stairs/chair; be/pepperoni. Prompt students to recognize that other words contained within the selected text can also be rhymed, such as "Charlie" and "pepperoni", or "he" and "be".

Follow up by asking students to identify rhyming words outside of the text with the text word "flew". Potential answers might include: knew, two, shoe, blue, chew, moo, and stew. Offer hints to students if necessary (Ex. What are you wearing on your foot?).

**STANDARD CCSS.ELA-Literacy.RF.K.2.b**

*Count, pronounce, blend, and segment syllables in spoken words.*

Ask students to count the syllables in the word "pepperoni". Then ask students to count the syllables in the word "be" and "he". Ask them if it is possible for a four-syllable word can rhyme with a one syllable word. Explain that the answer is "yes" because only the final syllable needs to rhyme.

**STANDARD CCSS.ELA-Literacy.W.K.3 and STANDARD CCSS.ELA-LITERACY.SL.K.6**

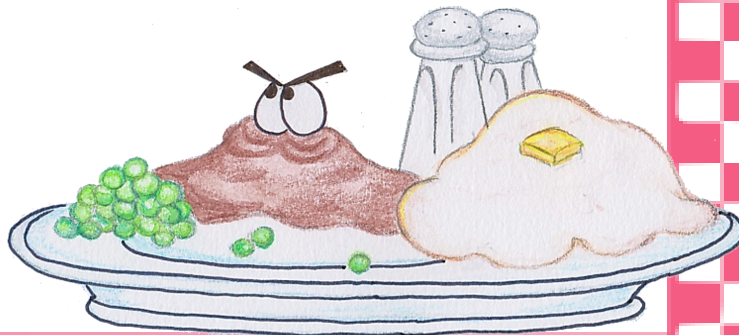
*Using a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.*

*Speak audibly and express thoughts feeling, and ideas clearly.*

Ask each student to write or draw an event like the one in the book. They should include a person who is faced with something they don't like. Before students begin the activity, generate a list of possible things someone might not like: cleaning his or her room; doing homework; brushing his or her teeth; meeting someone new and different.

Next, practice an example such as this one: "If your mother asked you to wash the dishes, what sorts of crazy ideas would you come up with to try and get out of it? What are some good things that you might be able to come up with to make it more fun? How would you feel about the task if it was more fun?"

Give students time to write and draw their ideas. Then give students time to present their work, either in small groups, or present in front of the class. Each student should describe the situation he or she created, what his or her initial reaction would be, and how his or her reaction would change if they looked at the situation differently.



# MATH

Based on the Common Core Standards for Mathematics and The Curriculum and Evaluation Standards for School Mathematics and Focal Points from The National Council of Teachers of Mathematics.

## **Standard CCSS.Math.Content.K.OA.A.4**

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or an equation.

## **Standard CCSS.Math.Content.K.G.A.2**

Correctly name shapes regardless of their orientations or overall size.

## **Standard CCSS.Math.Content.K.G.B.6**

Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

## **Standard CCSS.Math.Content.K.G.A.2**

Correctly name shapes regardless of their orientations or overall size.

Review the illustration in the books and have students identify the following geometrical shapes within the drawings: circle; square; rectangle, triangle. Discuss with students what the identifying characteristics of each shape are and how they can use those characteristics to help them identify the shapes.

## **Standard CCSS.Math.Content.K.G.B.6**

Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Encourage students to explore the geometry of illustration by using simple shapes cut out of various colored paper and using same to recreate a character or illustration from the book. Challenge more creative students by encouraging them to use three-dimensional "found objects" to build a sculpture of a favorite character from the story, perhaps a milk carton dragon, or a cardboard tube lion.

## **Standard CCSS.Math.Content.K.OA.A.4**

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or an equation.

Review the illustrations in the book. On each page, find an single object to have students count as you point to each instance. For example, have the students count the number of whole bubbles on page one. (Hint: The answer is 9.)

Next, ask students how many more bubbles would be needed to have ten bubbles? (Use manipulatives as needed.)

Ask students to draw nine bubbles. Then ask them to draw the number of bubbles needed to make ten bubbles. On the board, draw:

$$\text{O O O O O O O O O} + \text{O} = \text{O O O O O O O O O O}$$

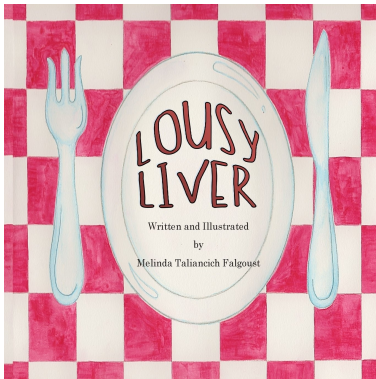
Beneath, write:

$$9 + 1 = 10$$

Continue forward through the book to the end, following this pattern, to give your students practice finding the number that makes ten. Countable items could include: 4 frogs, 3 lion claws, 6 freckles on Charlie's face; 8 stripes on the cat; 7 shoelaces on giraffe's shoes; 1 fork;.



## ABOUT THE BOOK



**Lousy Liver**  
by  
Melinda Taliancich Falgoust

Paperback: 32 pages

Publisher: Wagging Tales Press

ISBN: 978-0692302880

"Charlie is hungry. He simply can't wait. What will his dear mother put on his plate? Charlie picks up his fork and stops in midair. Oh, no! On his plate! What is THAT sitting there?" "Lousy Liver" is an award-winning, deliciously whimsical tale that follows the imagination of a young boy as he devises one wild plan after another to help him avoid the "lousy liver" being served for dinner. Soon, Charlie discovers that something different isn't always something bad.

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For more fun and educational games and activities, please visit the author's website at [www.melindatfalgoust.doodlekit.com](http://www.melindatfalgoust.doodlekit.com)



## ABOUT THE AUTHOR



Five kids, four jobs, three dogs, two cars, and one burning passion ... to write books. With her sincerest apologies to her husband, that is award-winning writer Melinda Taliancich Falgoust in a nutshell. Her works have appeared in Reader's Digest, Writers' Journal, and has published with Harlequin. A former elementary educator, Melinda is voracious reader herself anything from mysteries, to sci-fi/ fantasy, to the tube of toothpaste in the bathroom. Tom Clancy said it best. "A writer can use everything." She is confident that one day, she will write about a protagonist whose fate will certainly rely on knowing what sodium monofluorophosphate is.