



***Pamela Duncan Edwards & Henry Cole***





## **Activities for Specific Books by Pamela Duncan Edwards**

### ***Barefoot: Escape on the Underground Railroad***

- Ask students why they think the author chose the names Barefoot and Heavyboots.
- Discuss with students slavery in America and the Underground Railroad.
- Direct students to create a chart that compares how Barefoot and Heavyboots acted in the woods and how the animals and insects treated each differently.
- Ask students to retell the story as if Barefoot had written it.
- Ask students to continue the story of Barefoot and tell what happened after he entered the house.

### ***Dinorella: A Prehistoric Fairy Tale***

- Direct students to use a Venn diagram to compare and contrast the stories of Dinorella and Cinderella.
- Direct students to use the library and other resources to identify the dinosaurs in the book.
- Ask students to retell pages 2-7 using adjectives that suggest that Doris and Dora liked Dinorella. Encourage students to follow the author's style of writing.
- Discuss with students the concept of alliteration. Ask students to write autobiographies using words that begin with their first initials.

### ***Four Famished Foxes and Fosdyke***

- Direct students to write autobiographical sentences that contain words that begin with their first initials.
- Ask students to create a lunch menu of foods that begin with the letter "f." Students may use pictures cut from magazines or grocery store advertisements.

### ***Honk***

- Discuss with students how Mime tried to sneak into the Opera House. Ask students to draw pictures showing other ways Mime could sneak into the Opera House.
- Ask students to identify the animal sounds in the book. Ask students to create animal sound dictionaries by drawing animals, writing the animals' names, and writing the sounds the animals make.
- If any of the students have taken ballet, ask them to demonstrate the ballet terms used in the book. Or you may want to invite a ballet dancer to class.



- Discuss with the students that “cygnet” is the word for a young swan. Ask students to use the library and other resources to identify what the following animals are called when they are young. Students may illustrate the names.

Bear	Cat	Cow	Chicken	Deer	Dog
Duck	Elephant	Fox	Goose	Horse	Lion
Pig	Rabbit	Sheep			

### ***Livingstone Mouse***

- Ask students to research Stanley Livingstone or other explorers.
- Lead students in a discussion of where Livingstone’s “China” is. Discuss with students the concept of homonyms. Ask students to name as many homonyms as they can. Write the homonyms on the blackboard. Ask students to create and illustrate sentences using both forms of the homonyms. (Example: I read a red book.)
- Ask students to identify each place Livingstone thought was China.
- Discuss with students how our senses help us define our environment. Give each student a sheet a paper and ask students to divide the paper into five sections, labeling each section, see, hear, touch, smell, and taste. Ask students to draw, in each section, pictures of things that can be identified by that sense. Students may cut pictures from magazines and paste the pictures under the sense category.

### ***Some Smug Slug***

- Discuss with students why animals and insects tried to stop the slug. Ask students to rewrite the ending of the story as if the slug had listened to all the warnings. Encourage students to follow the author’s style of writing.
- This book may be used in correlation with a study on backyard habitats.

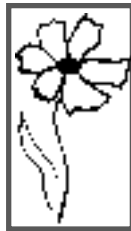
### ***Warthogs in the Kitchen***

- Ask students to create advertisements for warthog cupcakes.
- Direct students to create their own counting books using this book as an example.
- Ask students to list the rhyming words they hear in the story.



## Suggested Activities for Books Illustrated by Henry Cole

- Ask students to write their first initials, then to draw pictures around their initials using Cole's illustrations in *Some Smug Slug* as an example.
- Direct students to use clay to reproduce the pond where Mime lived in *Honk!*
- Discuss with students how the size and placement of pictures create depth. Introduce the students to the terms: foreground—close to the viewer, background—furthest from the viewer, and middleground—the space between. Examine Cole's illustrations in *Four Famished Foxes and Fosdyke*. Ask students to identify what is in the foreground, in the middleground, and in the background.
- Direct each student to cut out three animal shapes of different sizes. Give each student a piece of paper and ask him or her to draw a line that represents the horizon. Ask students to paste their animals on the paper to achieve the concept of depth. Students may add other elements to complete the picture.
- In *Livingstone Mouse*, Cole's illustrations are from the mouse's perspective. The tennis shoe is described as a "tall white shape rising majestically into the air." Ask students to select one item in the classroom and draw it from Livingstone Mouse's perspective. Then ask them to draw the same item from Dinorella's perspective. See the examples below.



Livingstone Mouse's perspective



Dinorella's perspective

- Ask students to pretend that they are a bird on a branch, a frog in a lake, or a mosquito in the bush. Ask them to draw what they would see if they were the bird, the frog, or the mosquito. Encourage students to include as many details as possible and to show respective sizes of things in their drawings. Ask students to write short stories about the pictures they drew.
- In *Barefoot: Escape On The Underground Railroad*, Cole included only the animals and plants that existed along an Underground Railroad route. Ask students to research the plants and animals located near the school. Direct students to create and illustrate a book about the animals and plants they have researched.
- Select one of Cole's illustrations. Ask students to write a story based on the illustration alone.
- No one knows what dinosaur skin looked like. Discuss with students how Cole used colors to illustrate the dinosaurs in *Dinorella: A Prehistoric Fairy Tale*. Ask students to select a dinosaur to draw. Direct students to use their imaginations to add texture and color to the dinosaur skin.



- Compare Cole's illustrations in *Honk!* where he used oil paints to the illustrations in *Some Smug Slug* that were done with colored pencils. For example, ask students to compare the thick brush strokes on Mime to the thin pencil lines on the animals in *Some Smug Slug*. Give students different art mediums and ask them to create drawings using the different mediums.
- Show students a tomato, apple, or other fruit. Direct students to draw the tomato from different views: as if they were looking down on it, as if they were looking at it from across the room, and as if they were looking up at it from below the tomato. Ask students if there are other views of the tomato they could illustrate. See the examples below.



Side View



Top View