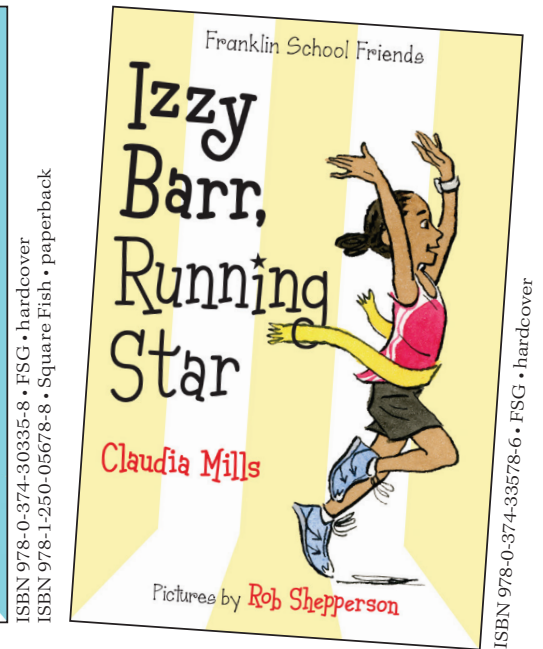
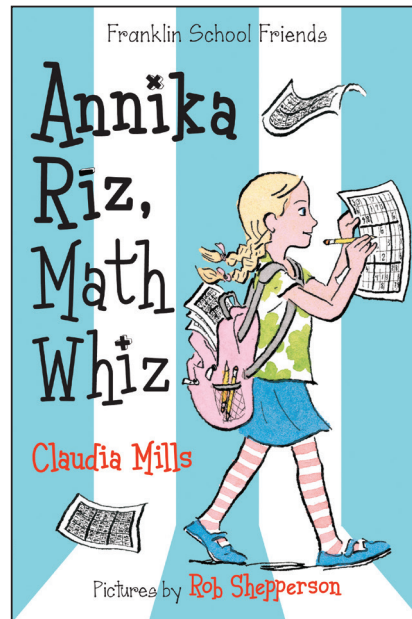
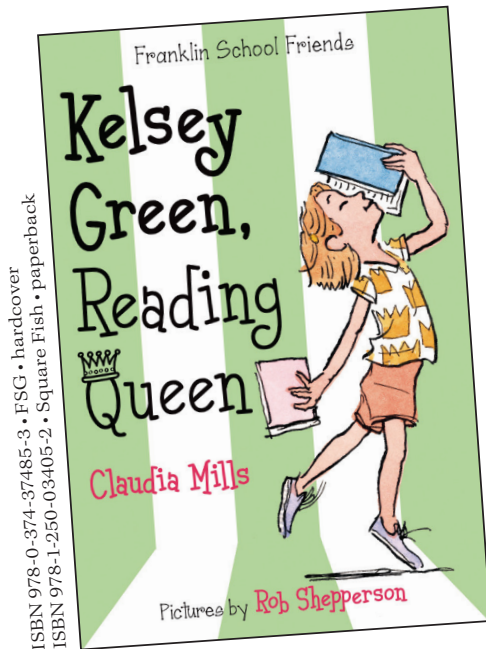


# Curriculum Guide

## Franklin School Friends Books



**Kelsey Green, Reading Queen**

**Annika Riz, Math Whiz**

**Izzy Barr, Running Star**

by **Claudia Mills**

Pictures by **Rob Shepperson**

### Meet the Franklin School Friends!

Kelsey Green, Annika Riz, and Izzy Barr are best friends in Mrs. Molina's third grade class at Franklin School. Kelsey is the best reader in her grade—well, maybe tied for best with know-it-all Simon Ellis. Annika loves math. She eats, sleeps, and dreams equations and is excited to enter a sudoku contest at the public library. Izzy is a track and field star and is training to run a 10k race. The three friends may like different things, but they are always ready to help and support each other—because that's what best friends do!

"Sure to be enjoyed by fans of *Clementine*, *Ivy and Bean*, and *Judy Moody*."

—SCHOOL LIBRARY JOURNAL

Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit [corestandards.org](http://corestandards.org).

## Discussion Questions



The story opens with Kelsey hiding a book to read under her desk during a math lesson on fractions. She is so interested in reading her book that she has no idea what the answer is to a math question when her teacher calls on her. Have you ever found yourself “lost in a book?” What was the title? Why did you find it so interesting?



Mrs. Molina is Kelsey’s third-grade teacher. The author uses the following words to describe Mrs. Molina and her actions toward her students in the first chapter: “glaring,” “cross,” “suspicious,” and “stern.” What is your opinion of Mrs. Molina? **(CCSS.ELA.RL.4.3)**



Mr. Boone, the Franklin School principal, announces that there will be a school-wide contest to see if the students can reach the goal of reading 2,000 books. Kelsey is thrilled at the prospect of the contest because she sees herself as an excellent reader—“the reading queen.” What do you think it takes to be an excellent reader?



An incentive is something that motivates some one to accomplish a goal. What is Kelsey’s incentive to help her class and herself to read the most books in the school? **(CCSS.ELA.RL.2.1 and 3.1)**



How does Kelsey react when she discovers that Simon has read the first book in the school for the reading contest? **(CCSS.ELA.RL.4.3)**



What is the “top-secret-cheater-catcher plan?” **(CCSS.ELA.RL.2.1 and 3.1)**



Kelsey’s classmate, Cody Harmon, has not read even one book for the contest. How does Kelsey use Aesop’s fable, *The Wind and the Sun*, to get Cody involved in the contest? **(CCSS.ELA.RL.4.9)**



When Kelsey is caught reading during math time again, Mrs. Molina decides to keep Kelsey’s book until school is dismissed and tells Kelsey that she may not count the book for the reading contest. Do you think Mrs. Molina was being fair, or not? Give reasons for your opinion.



Kelsey becomes so obsessed with the reading contest that it becomes hard for her to think of anything else. How does Kelsey’s focus on reading affect her family? **(CCSS.ELA.RL.2.3)**



Mr. Boone, who promised to shave his bushy beard if the students read 2,000 books, has started to have second thoughts about losing his beard. What is his new idea for a celebration if the students read all of the books? How does Cody figure into this new scenario? **(CCSS.ELA.RL.2.1 and 3.1)**














How did Kelsey’s relationship with Simon change over the course of the reading competition? **(CCSS.ELA.RL.3.3)**



Kelsey started the book as a “reading queen” who loved to read. How did the experience of the reading competition affect Kelsey’s ideas about what makes someone an excellent reader? **(CCSS.ELA.RL.2.3)**

## Discussion Questions



-  What is your favorite time of the school day? Annika and her friends each have different opinions about what is the best subject in school. What is Annika's favorite time of the school day? **(CCSS.ELA.RL.2.1 and 3.1)**
-  Annika's teacher, Mrs. Molina, has a habit of calling on her students to answer math questions from the textbook to make sure that the students are paying attention. What does Annika do to help out her friends who are less knowledgeable about math? What is your opinion of Annika's behavior? **(CCSS.ELA.RL.2.3 and 3.3)**
-  Most of the students in Mrs. Molina's class are enthusiastic and distracted before the lesson on decimals begins. Annika is excited, too, but for a different reason. Why are her classmates excited? Why is Annika excited? **(CCSS.ELA.RL.2.1 and 3.1)**
-  Annika lives in a unique household. Re-read the beginning of chapter 2 and site examples from the text that describe the unusual aspects of Annika's home and family. **(CCSS.ELA.RL.3.5 and 4.1)**
-  Why didn't Annika tell her closest friends, Izzy and Kelsey, about the contest at the library? What does Annika imagine will happen when she wins the contest? **(CCSS.ELA.4.1)**
-  Mrs. Molina's class booth at the carnival will sell homemade cookies. Annika and her friends work together to bake three batches of cookies. What happens each time the friends try to bake chocolate chip cookies? What could the friends have done to make the baking process go smoothly? **(CCSS.ELA.2.1 and 3.1)**
-  Annika notices a huge stuffed elephant when she enters school one day. A sign near the elephant says, "Win Me at the Carnival this Saturday." Annika's friends are eager to purchase raffle tickets in the hope of winning the elephant. What is Annika's reaction to the raffle? How does math affect her feelings about raffles? **(CCSS.ELA.RL.3.3)**
-  Re-read the section of chapter 8 where Annika is in the library working on the sudoku puzzle for the contest. How does the author help the reader feel the tension and focus that Annika is feeling as she completes the puzzle? What words are used? How are the words and numbers arranged on the page? **(CCSS.ELA.2.4 and 3.5)**
-  Due to the cookie baking fiasco, Annika and her friends need to think of a plan B in order to have something to sell in Mrs. Molina's booth at the carnival. What do the girls decide to sell? What role does math play in pricing the item they wish to sell at the carnival? **(CCSS.ELA. 2.1 and 3.1)**
-  Annika's dad comes to the carnival to deliver news about the sudoku contest. What is Annika's reaction? How does her reaction change when she finds out more information about the contest? **(CCSS.ELA.RL.3.3)**
-  Cite examples from the text that support the strong friendship that exists between Annika, Izzy, and Kelsey. **(CCSS. ELA. RL.4.1)**

## Discussion Questions



- ★ What is Izzy Barr's favorite time of her school day? Why do you think she loves this part of her day? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ As an athlete, Izzy is often in competitive events. What is the competition Izzy feels within herself as an athlete? What is the outer competition she feels toward other athletes, specifically toward one other runner? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Why is Mr. Boone, the school principal, so loved by the students? Cite examples from the story that show why the students of Franklin School adore their principal. **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Izzy's third grade teacher, Mrs. Molina, has assigned a report to her students. Each student must research a famous person and write about why he/she would like to "follow in the footsteps" of this person. Who do Izzy, Annika, and Kelsey choose to research? What do their choices reveal about each character? **(CCSS.ELA.RL.2.3, 3.3, and 4.3)**
- ★ Who is Dustin and how does he affect Izzy's relationship with her father? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Skipper Tipton is Izzy's rival on the track field. What does Skipper have that Izzy desperately wants? What are the reasons behind Izzy's desire to be like Skipper? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ In addition to her training for Field Day and the 10K, Izzy also plays on a softball team. Izzy is excited for the softball game on Saturday. What were the best and worst aspects of the game for Izzy? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Izzy and her friends Kelsey and Annika each have a certain talent and interest. How do the girls compare to their classmate Cody? What do Izzy and her friends do to help Cody? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Izzy's friend Kelsey is a passionate reader and her friend Annika is a whiz at math. How do Kelsey and Annika use their knowledge and talents in reading and math to help Izzy prepare for the 10K? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ On the morning of the Franklin School Field Day, the boys in Mrs. Molina's third grade class become rowdy as the class walks to the field. What do the boys do and how did Izzy and Mr. Boone save the day? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Why do you think Izzy added her brand new running shoes with the silver arrows to the Franklin School's shoe tree after hearing Cody's report about who he'd like to follow in the footsteps of when he is older? **(CCSS.ELA.RL.2.3, 3.3, and 4.3)**
- ★ Izzy describes Mrs. Molina as a crabby person. What two story events show that Mrs. Molina is observant and kind-hearted? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Izzy's disappointment with her father's focus on Dustin's soccer games leads her to tell him to not come to her games and races anymore. How does Izzy repair the broken relationship with her dad? **(CCSS.ELA.RL.2.1, 3.1, and 4.1)**
- ★ Think of each of the characters's reactions to winning and losing in this story. Explain the role of being a good sport in athletic contests. **(CCSS.ELA.RL.2.3, 3.3, and 4.3)**

NAME \_\_\_\_\_

# Character Fraction Poem

Kelsey loves all books—except for her math book! Annika prefers math to reading. Combine Kelsey’s love for words with Annika’s love of numbers by writing a fraction poem to describe each girl. Think of each girl’s personality, family, friends, and interests. What fraction of Kelsey is a friend? What fraction of Annika is a dog trainer? Combine these into a poem about each character. Make sure at the end of the poem that your fractions add to one whole! Can you write a fraction poem about your best friend?



EXAMPLE:

**Simon Ellis**

$1/6$  know-it-all

$2/6$  super reader

$2/6$  math wizard

$1/6$  maybe a friend

(CCSS. ELA.W.4.9a)

NAME \_\_\_\_\_

# Cause and Effect

Kelsey's reactions to the reading contest, her family obligations, her friendships, and even to math lessons cause other events to happen in the story. Think about the following story events and describe what effect each has in the story.



## CAUSE

## EFFECT

Kelsey becomes suspicious of how many books her classmate, Simon, is able to read at home each evening.

Kelsey gets caught reading a book during a math lesson by her teacher Mrs. Molina.

Kelsey's classmate, Cody, is not participating in the school-wide reading contest because he struggles with reading.

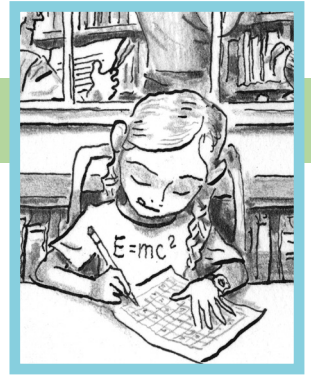
Kelsey doesn't want to go to another of her brother Dylan's band concerts so that she can keep reading for the school contest.

**(CCSS. ELA.RL.3.3)**

NAME \_\_\_\_\_

# Math Is Everywhere

Annika loves numbers and puzzles and surrounds herself with math, both in the classroom and at home. List the ways that math is a part of Annika's life on one side of the T-chart. On the other side of the chart, list ways that math figures into your life each day, both in and out of school.



**MATH IN ANNIKA'S LIFE**

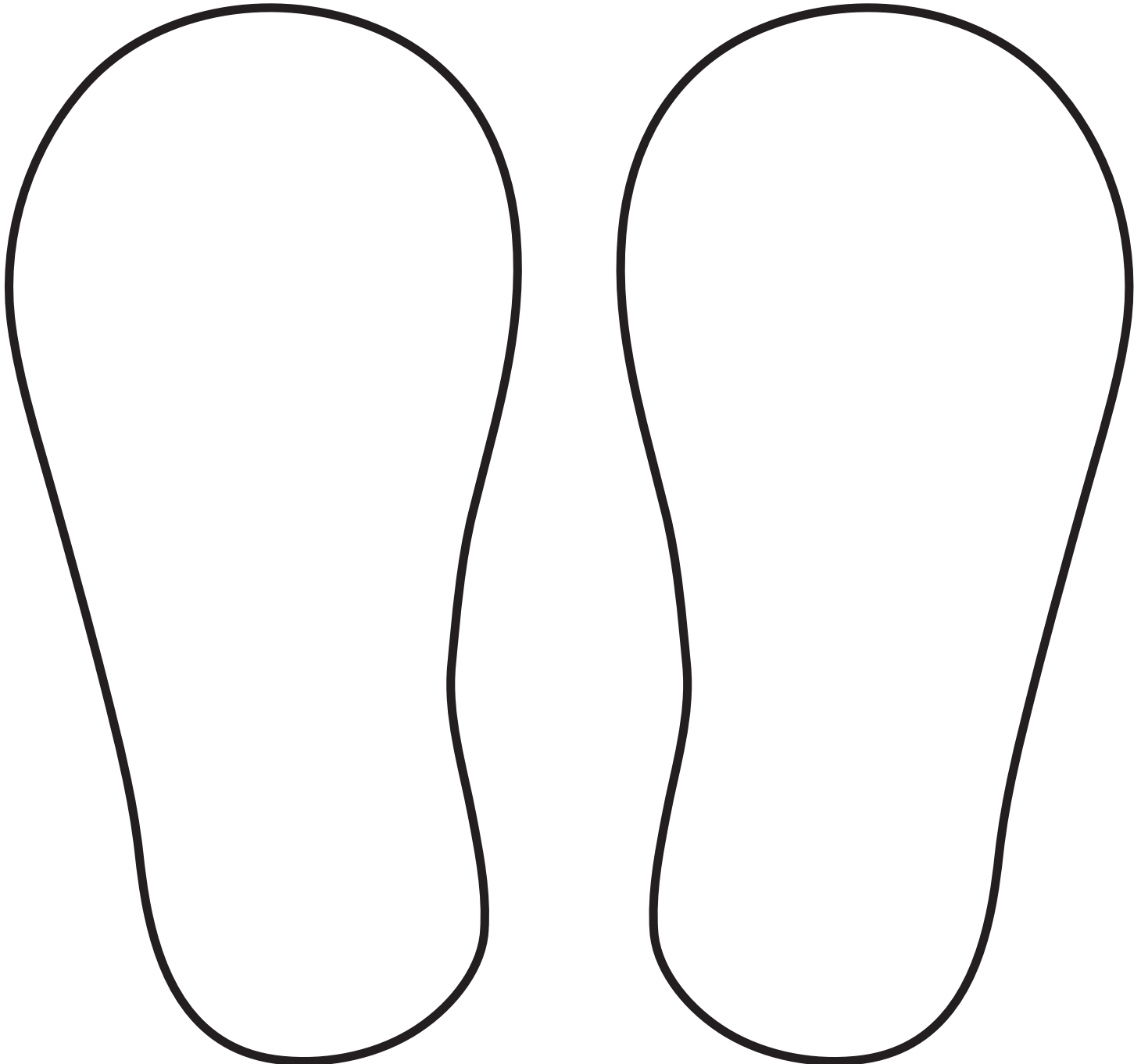
**MATH IN MY LIFE**

**(CCSS. ELA.RL.3.3)**

NAME \_\_\_\_\_

# Following in Famous Footsteps

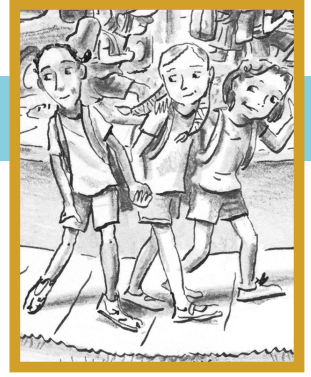
Mrs. Molina asks her third-grade students to think of a famous person who inspires them to be their best. Izzy chooses Wilma Rudolph; Annika chooses Albert Einstein; and Kelsey selects Laura Ingalls Wilder. Think of a famous person who inspires you to be your best. Research this person to gather facts about his/her life. Write the important facts about your selected famous person in the outline of the footprints below. Share your report with your class.



**(CCSS.ELA.RL.2.2, 3.2, and 4.2; CCSS.ELA.W.2.7, 3.7, and 4.7)**

NAME \_\_\_\_\_

# A Tremendously Talented Trio



Each of the girls in the Franklin School series possesses unique talents and interests. Annika, Kelsey, and Izzy are distinct from one another, but share a common bond of friendship. Think of a simile for each character that describes what makes each girl special.

Remember that a simile compares two things using the words “like” or “as.” For example: Mrs. Molina is as irritable as a kid after a long ride in a hot car.

Create one final simile that describes the power of the friendship between Annika, Kelsey, and Izzy.

Izzy's simile: \_\_\_\_\_

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Annika's simile: \_\_\_\_\_

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Kelsey's simile: \_\_\_\_\_

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A simile about the friendship between the three girls: \_\_\_\_\_

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**(CCSS.ELA.RL.2.3, 3.3, and 4.3)**

# Bookmarks

Print this page on card stock using a color printer. Cut out your bookmarks and let the Franklin School Friends keep your place whenever you read!

**Kelsey Green, Reading Queen**

Franklin School Friends

Claudia Mills

Pictures by Rob Shepperson

Published by FSG/Macmillan



Illustration © 2013 by Rob Shepperson

**Annika Riz, Math Whiz**

Franklin School Friends

Claudia Mills

Pictures by Rob Shepperson

Published by FSG/Macmillan



Illustration © 2014 by Rob Shepperson

**Izzy Barr, Running Star**

Franklin School Friends

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Published by FSG/Macmillan



Illustration © 2015 by Rob Shepperson

# About the Author

**Claudia Mills** is the acclaimed author of fifty early-chapter and middle-grade books, including *7 x 9 = Trouble!*, *How Oliver Olson Changed the World*, and *Zero Tolerance*. Like the Franklin School Friends books, most of Claudia's stories have a school setting. *Kirkus Reviews* called her "a master of the school story."



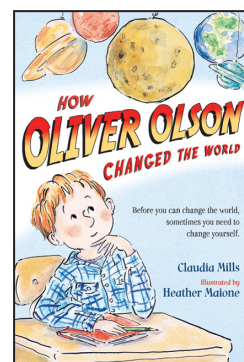
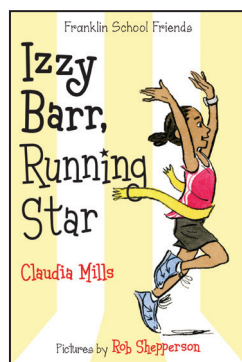
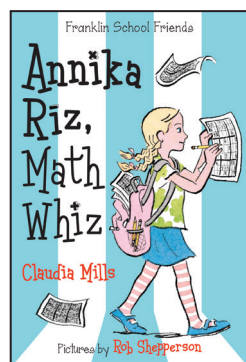
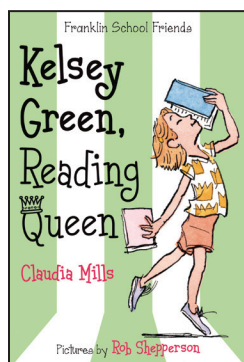
Larry Haywood

Claudia received a B.A. from Wellesley College, an M.A. from Princeton University, and a Ph.D. in Philosophy, also from Princeton. She received an M.L.S. degree from the University of Maryland, with a concentration in children's literature. She was a professor of philosophy for over twenty years at the University of Colorado at Boulder, where she received many teaching awards, before leaving the university to write full time. She has two sons.

Thoughts from Claudia on how she came to write *Kelsey Green, Reading Queen*, the first book in the Franklin School Friends series:

Growing up as a reader in North Plainfield, NJ, each summer I entered the public library's reading contest, delighted when my name appeared in the paper as the child who had read the most books for my grade level. I loved those reading contests, but as I got older I began to have some reservations about making reading into a competition, where kids read for points or prizes, rather than for the sake of the books themselves. So in *Kelsey* I created a girl like my younger self, who loves to read but also loves to win. I hope the book shares the fun of reading contests but also raises a few doubts about them.

Learn more about Claudia Mills's life and books at her website: [claudiamillsauthor.com](http://claudiamillsauthor.com).



The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction.