

Teacher Guide

Grades 3–4

The Stories Julian Tells

Ann Cameron

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THE STORIES JULIAN TELLS

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Teacher Guide

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Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details,
synthesizing ideas

Literary Elements

Character, setting, plot
development, story map,
figurative language

Listening/Speaking

Participation in discussion

Vocabulary

Synonyms/antonyms,
analogies

Comprehension

Predicting, sequencing,
cause/effect, inference

Writing

Narrative, expository—report
writing, descriptive, different
types of poetry, persuasive

“The Pudding Like a Night on the Sea” — Pages 1–16

Vocabulary

pudding 1	special 1	thought 2	wonderful 2
raft 2	cracked 3	bulked 3	loosened 5
whipped 5	bother 6	ate 8	evened 8
congratulations 16			

Vocabulary Activities

- Complete each of the comparisons by using a vocabulary word. (Sample: GOOD is to BAD as HOT is to COLD.)
 - UNHAPPY is to SAD as _____ is to BEATEN. (*WHIPPED*)
 - BEITER is to WORSE as _____ is to COMMON. (*SPECIAL*)
 - HERE is to THERE as _____ is to FASTENED. (*LOOSENED*)
 - GOOD is to KIND as _____ is to MARVELOUS. (*WONDERFUL*)
 - UP is to DOWN as _____ is to SOOTHING. (*BOOTHER*)
 - BIG is to LITTLE as _____ is to HOLES. (*CRATER*)
 - SCREAMED is to FRIGHTENED as _____ is to SMOOTHED. (*EVENED*)

- Each of these vocabulary words needs a word to describe it:

_____ pudding
_____ rain
_____ craters

Each of these vocabulary words needs a word to tell “what.” (whipped cream, cracked eggs, loosened tie, etc.)

whipped _____
cracked _____
loosened _____

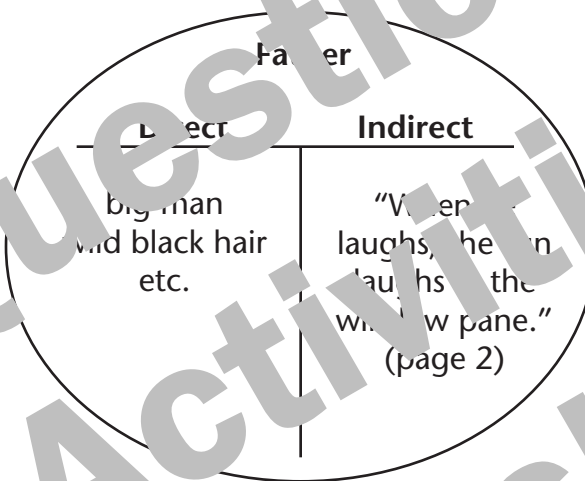
Discussion Questions

- Julian’s father is described in the first full paragraph on page 2. Reread that paragraph. It starts with, “My father is a big man,” and ends with “...to the bottom of our shoes.” What is your impression of this man? What has the author done to make you feel as you do? Discuss. (See Responding Activity #1.)

2. How does the diminishing of the pudding come about? (*Pages 7-8, Huey puts his finger into the pudding, to get a taste of it, Julian follows suit, and the pudding is soon just a puddle instead of a sea.*) Role play the tasting of the pudding. Why do you think that the “tasting” continued after the first lick? Discuss how this type of situation ever happened to you? If so, what were the circumstances?
3. Do you think that the boys deserve some kind of punishment for what they did? Just exactly what is it that they did? Explain. What is your opinion of the father’s “beating and whipping”? (*pages 11 through 15*) Do you think that Julian and Huey learned something from the beating and whipping”? Do you think that they would have learned the same lesson had they been disciplined in a different manner? Discuss appropriate uses of reactions to inappropriate actions.

Post-reading Activities

1. Start a character web for Julian’s father. Add to the web as you learn more about him. Lines on one side are for *direct* characterization. Lines on the other side are for *indirect* characterization. Characterization is the way an author lets the reader know what the characters are like. In *direct* characterization, the author describes the character directly. (“blue eyes, brown hair, etc.) In *indirect* characterization, the author provides clues about the character through thoughts, speech, and actions.



2. A simile is a comparison of things that are not alike. It uses words such as **like** and **as** in the comparison. On page 2, Julian’s father tells the boys what the pudding that he is making will taste like. “It will taste like a light on the sea.”

Create a simile of your own, to tell of the taste of the pudding. Remember to use either the word **like** or **as** in your description. When you have finished that simile, create another one about anything you choose. Make an illustration for it.

3. Make some pudding to share and enjoy. Collect recipes, and have the students select the ones that they would like to try. Work in groups to prepare samples for a tasting time. (See Teacher Information Section for additional recipes.) For example:

pudding Swirl

One package (4-serving) instant pudding, any flavor Two cups cold milk
 One cup thawed non-dairy whipped topping

Prepare pudding mix with milk as directed on package. Let stand for 5 minutes. Add whipped topping to pudding and stir through for a marble effect. Garnish with additional whipped topping, if desired.

Applesauce Pudding

1½ cups cold milk ½ cup applesauce
 One package (4-serving) instant vanilla pudding
 One dash each: salt, cinnamon and nutmeg

Combine milk, applesauce, salt, cinnamon and nutmeg in a bowl with pudding mix. Beat slowly with rotary beater at lowest speed of electric mixer until well blended, about 2 minutes. Pour at once into serving dishes and let set about 5 minutes. Serve plain or garnish with granam cracker crumbs, if desired.

4. Make a story map for this incident. (See page 10 of this guide.)

“Catalog Cats” — Pages 17-30

Vocabulary

catalog 17 afterward 18 hundreds 28 underground 19
 ordinary 18 suppose 20 someplace 3 invisible 26
 ignorant 27 quiver 28 request 30

Vocabulary Activities

1. Match the vocabulary word with its definition.

Definition	Vocabulary word
uninformed	_____ (ignorant)
subterranean	_____ (underground)
not visible	_____ (invisible)
somewhere	_____ (someplace)
later	_____ (afterward)
presume	_____ (suppose)
common	_____ (ordinary)
tremble	_____ (quiver)
to ask for	_____ (request)