



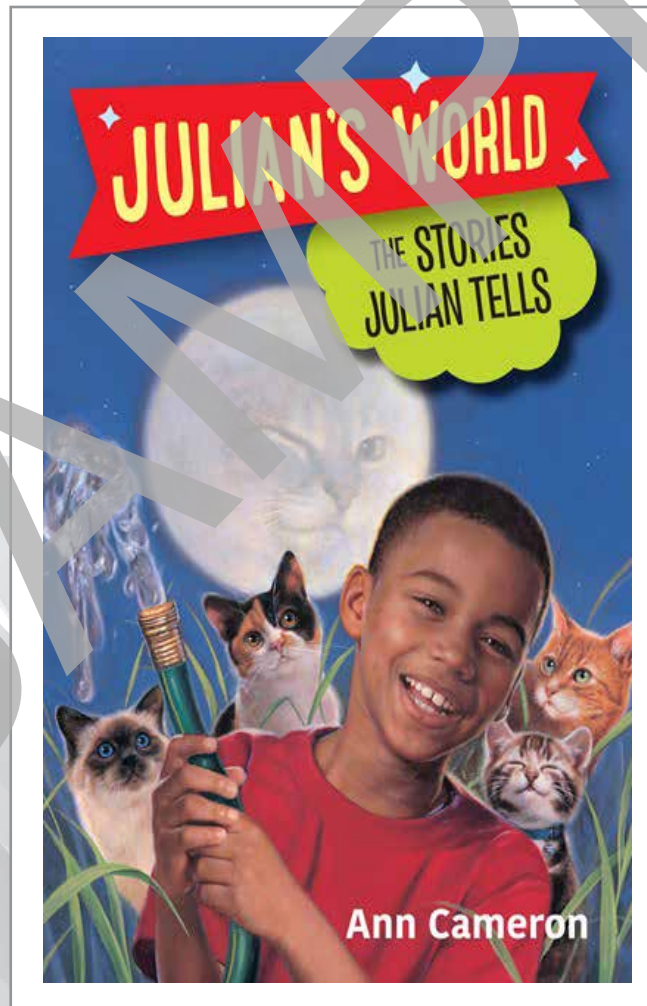
**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **The Stories Julian Tells**

Ann Cameron



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The Stories Julian Tells

Ann Cameron

## TEACHER GUIDE

### NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Table of Contents

Plot Summary .....	3
About the Author.....	3
Introductory Activities .....	3
Using Predictions in the Novel Unit Approach, Prediction Chart, Attribute Web, Story Map.....	7
Chapter by Chapter .....	11
Chapters contain: Vocabulary Words and Activities, Discussion Questions, Postreading Activities, Predictions	
Supplementary Activities.....	23
Teacher Information .....	34
Bibliography and Resource Information .....	37-38
Assessment for <i>The Stories Julian Tells</i> .....	40

## 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

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### Summary of *The Stories Julian Tells*

Blessed with a creative imagination and parents who understand, Julian builds stories from the words that describe the events in his life. To name just two incidents, the reader finds out about a pudding that tastes “like a whole night of lemons...like floating at sea” and the invisible catalog cats that work in the garden during the day and sit on the roof of the garage during the night.

### About the Author

Ann Cameron was born in Rice Lake, Wisconsin on October 21, 1943. She graduated from Radcliffe College, B.A. 1965, then attended the University of Iowa Writers’ Workshop, where she received an M.F.A. in English in 1972. She now lives in Guatemala and New York City, where she gets “some of my need for a sense of wildness from bicycling in traffic!”

Reflecting on her work, Cameron has said, “Maybe because I spent great stretches of time alone when I was a child, or maybe because of my own inner nature, it seemed to me that certain feelings, hopes, and dreams I had could be expressed only in stories. In stories I could make life be the way I thought it should be, and make the beautiful moments of life, which go by in a flash, visible to other people as well as me, for as long as a book can last. A book is something like a message in a bottle that an author throws out to sea: you never know whom it might reach, or how much it might mean to them.”

*The Stories Julian Tells*, winner of the Irma Simonton Black Award, is followed by *More Stories Julian Tells*, *Julian’s Glorious Summer*, and *Julian, Secret Agent*.

### Note

**Please be selective and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that the discretionary choices that are made are the most appropriate for your use and group of students. A wide range has been provided, so that individuals as well as groups may benefit from these selections.**

### Initiating Activity

Since stories use words as their vehicle of expression, the Initiating Activity will be based on words, and the Pre-reading Activity/Discussion on stories.

**Word:** A sound or combination of sounds, or its representation in writing or printing, that symbolizes and communicates a meaning.

**Parts of Speech:** The word categories of languages.

## Story Map

Characters \_\_\_\_\_

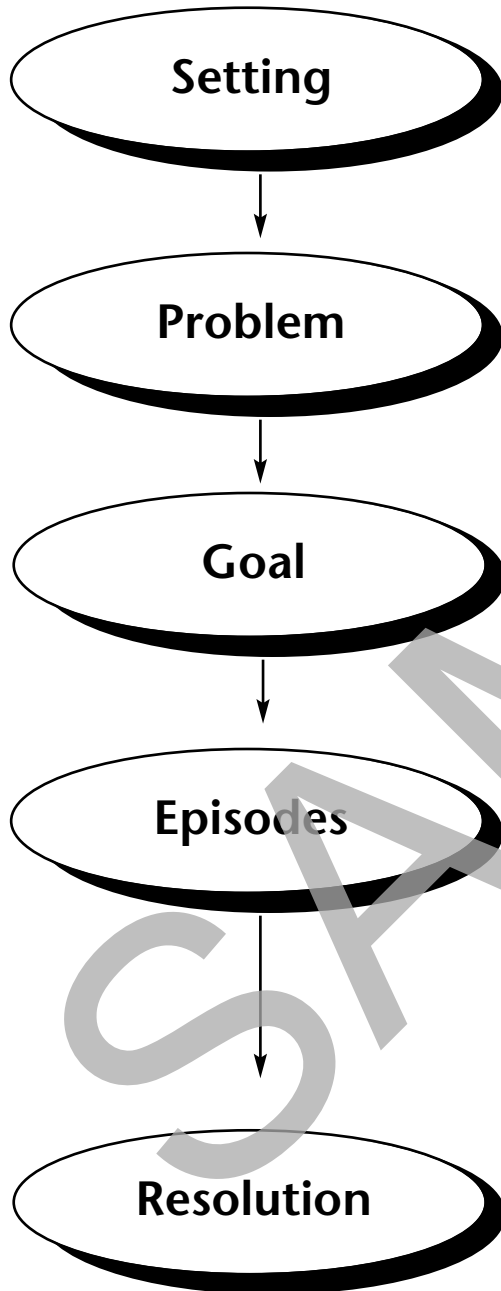
Time and Place \_\_\_\_\_

Problem \_\_\_\_\_

Goal \_\_\_\_\_

Beginning → Development → Outcome

Resolution \_\_\_\_\_



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## "The Pudding Like a Night on the Sea" — Pages 1–16

### Vocabulary

pudding 1	special 1	thoughts 2	wonderful 2
raft 2	cracked 3	bubbled 3	loosened 5
whipped 5	bother 6	craters 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*)
  - BETTER 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 SOOTHE. (*BOTHER*)
  - BIG is to LARGE as \_\_\_\_\_ is to HOLLOW. (*CRATER*)
  - SCARED is to FRIGHTENED as \_\_\_\_\_ is to SMOOTHED. (*EVENED*)

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

\_\_\_\_\_ pudding  
\_\_\_\_\_ raft  
\_\_\_\_\_ craters

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

whipped \_\_\_\_\_  
cracked \_\_\_\_\_  
loosened \_\_\_\_\_

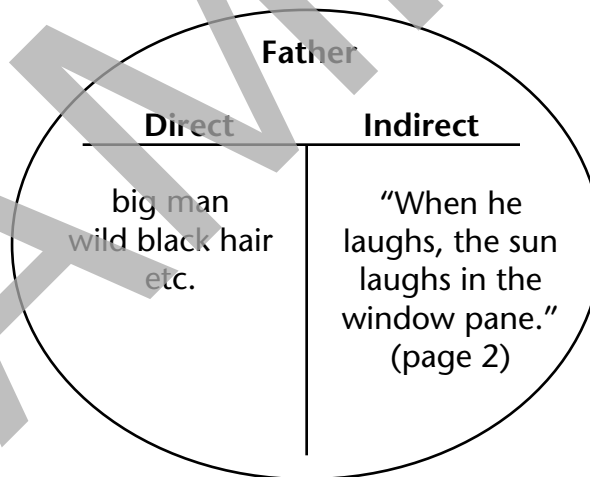
### Discussion Questions

- 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 Post-reading 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. Has 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 12 through 16*) 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 appropriateness of reactions to inappropriate actions.

### Post-reading Activities

1. Start an attribute 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. A writer 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 night 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 marbled effect. Garnish with additional whipped topping, if desired.

#### Applesauce Pudding

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

Combine milk, applesauce, salt, cinnamon and nutmeg in a bowl. Add pudding mix. Beat slowly with rotary beater or 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 graham 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 18	underground 19
ordinary 19	suppose 20	someplace 23	invisible 26
ignorant 27	quiver 28	request 30	

#### Vocabulary Activities

1. Match the vocabulary word with its definition.

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