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For the Teacher

This reproducible Little Novel-Ties study guide consists of activities to use in conjunction with the book Franklin Fibs. The picture book and its corresponding guide can become an important element in your whole language reading program. The guide contains a synopsis; background information on the author and illustrator; suggested pre-reading activities; exercises that focus on vocabulary; visual literacy, story comprehension, and critical thinking skills; and extension activities that link the story to other curriculum areas.

Suggestions For Using Activities

Pre-Reading Activities – Before You Read

These activities are designed to activate children’s prior knowledge and build concepts or background information. They will motivate children to read and help them to understand the story better. Children can discuss answers to the questions with a partner, in a small cooperative learning group, or with the entire class.

Word Study – Animals in Motion

This page presents examples and brief instructional material on verbs, called “action words.” Children use verbs found in the story to complete sentences that describe the actions of story characters. As a follow-up activity, children are encouraged to act out the actions described in each sentence so that a partner can guess each verb.

Understanding the Story – Story Questions, Picture Questions

The story questions include a number of literal, inferential, and evaluative questions that help children focus on major story elements. The picture questions help focus children’s attention on picture details.
BEFORE YOU READ

1. Read the title of the book. Then look at the picture on the cover. What kind of animal is Franklin? Can you guess from the title why he might look so sad?

2. Some animal stories are about real animals. Other animal stories are make-believe. Look at some of the illustrations. Is this a real or a make-believe story? What picture clues make you think this?

3. What are some fibs that a young turtle might tell his friends? Make a list. Then share your list with a partner.

4. How does telling a fib make a person feel? Finish these two pictures. Show how you might feel after telling a fib. Then show how telling the truth makes you feel.

<table>
<thead>
<tr>
<th>Telling a Fib</th>
<th>Telling the Truth</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of a person with a fib on the neck" /></td>
<td><img src="image2.png" alt="Image of a person telling the truth" /></td>
</tr>
</tbody>
</table>
STORY QUESTIONS

1. What are some of the special things that Franklin can do?

2. What is Franklin's problem? Why does he have this problem?

3. What special things can Franklin's friends do? How does hearing about these special things get Franklin into trouble?

4. How do Franklin's parents act when they hear about his problem? Are you surprised by what they do and say?

5. What surprise does Beaver have for Franklin? How does Franklin handle this surprise?

6. What possible solutions to the problem does Franklin come up with? Which idea do you think is best? Why?

7. What happens when Franklin tells the truth? What surprise does he have for his friends?

8. How might the story have changed if Franklin had picked one of the other solutions to his problem?

9. Have you ever known someone who fibbed like Franklin? What happened?

10. Do you think this story teaches a lesson? Explain what you think this lesson might be.