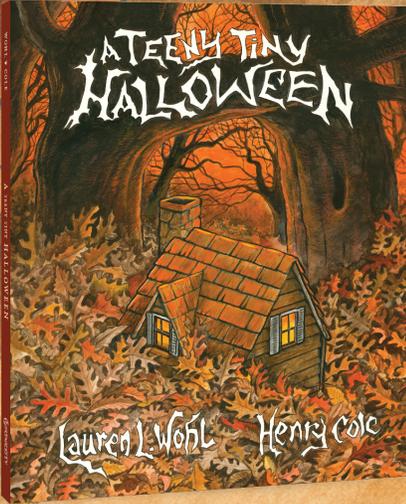


ATEENY TINY HALLOWEEN



By Lauren L. Wohl
Illustrated by Henry Cole

Living in the middle of a forest full of huge trees is a little house occupied by a small lady with a gigantic problem—her house is about to be buried by leaves. She calls out, but her voice is “teeny tiny” and no one hears. Even banging her pots and pans and cookie sheets together doesn’t do the trick. But all those cooking implements give her an idea: who can resist the aroma of baking cookies? There’s no smell too small for a gang of trick-or-treaters to notice, and when they discover the small-house-sized pile of leaves, they start digging until they find the door and receive the perfect Halloween treat.

"A fine choice for a Halloween read-aloud." — Booklist

EDUCATOR INFORMATION

CURRICULUM CONNECTIONS

STEM

- The seasons: autumn

Reading and Language Arts

- Reading traditional literature
- Reading – story elements, setting, plot, and character development
- Reading – comprehension: illustrations enhance meaning and tone; repeated lines; problem and solution; cause and effect relationships
- Literature – tone

GUIDED
READING
LEVEL

K

GRADE
LEVEL
EQUIVALENT

2

INTEREST
LEVEL

PreK -
Grade 3

LEXILE

580

COMMON CORE STATE STANDARDS/INSTRUCTIONAL STRAND

RF.2.3,4,4a,4b,4c

W.2,3,7,8

SL.2.1,1b,2,4,6

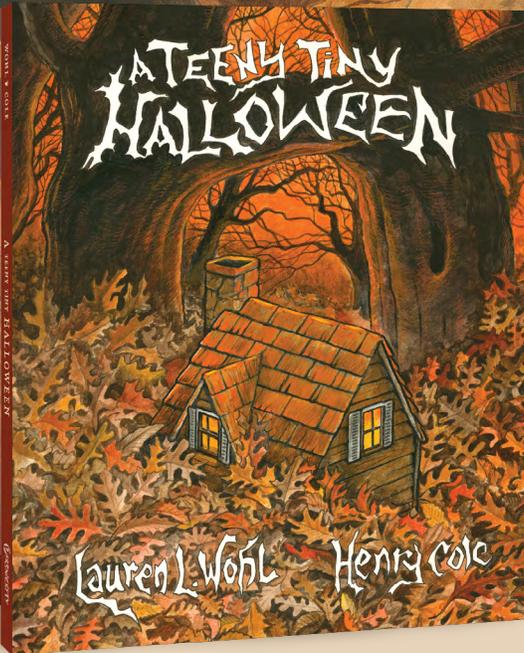
RF.3.3,3c,4,4a

L.2.4,4a,4c,5.5a,5b,6

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ATEENY TINY HALLOWEEN

BY
LAUREN L. WOHL

EDUCATIONAL GUIDE

The leaves drift down from the tall trees above, until the teeny tiny woman's teeny tiny house is buried completely. Inside, it's dark as midnight and a teeny tiny bit scary, but the resourceful woman has a plan and a few surprises up her teeny tiny sleeve. An all-new story starring a favorite character from folklore, with an autumnal chill perfectly captured in illustrations that will welcome children back to the teeny tiny house again and again.

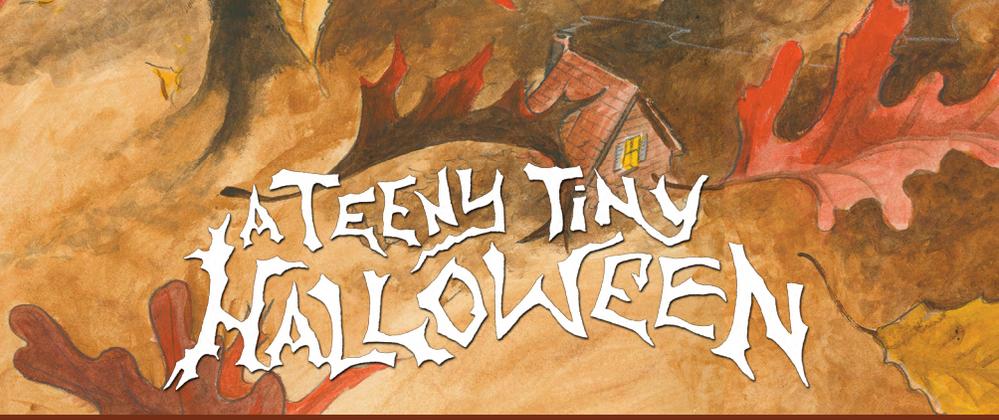
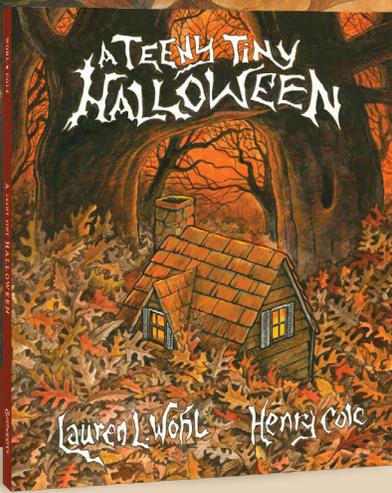
READING/TELLING THE STORY

Curriculum: Language Arts: Literature; Speaking and Listening; Cooperative Learning

A TEENY TINY HALLOWEEN is best when it is read aloud to children individually, in small groups, to an entire class, or even in larger gatherings. Here are some tips to making the most of your presentation:

Before you begin, tell the children that they are going to have to listen very carefully. Start by telling the story in a quiet voice. When the type size gets very small on the page, lower your voice to practically a whisper. Keep that low-down tone throughout—until the Teeny Tiny Woman opens the door and welcomes the children. At that point, you should use a loud voice—surprising your listeners and getting them to jump. (Even when the children call out “trick or treat” your voice should remain softer than usual, but a bit louder than the rest of the telling.)

That will make for a very satisfying Halloween, sleepover, or camp-fire-worthy story time.



EDUCATIONAL GUIDE

FOLLOW-UP QUESTIONS

Curriculum: Language Arts: Reading Comprehension; Critical Thinking

To make sure the children understood the story and retained its details, ask:

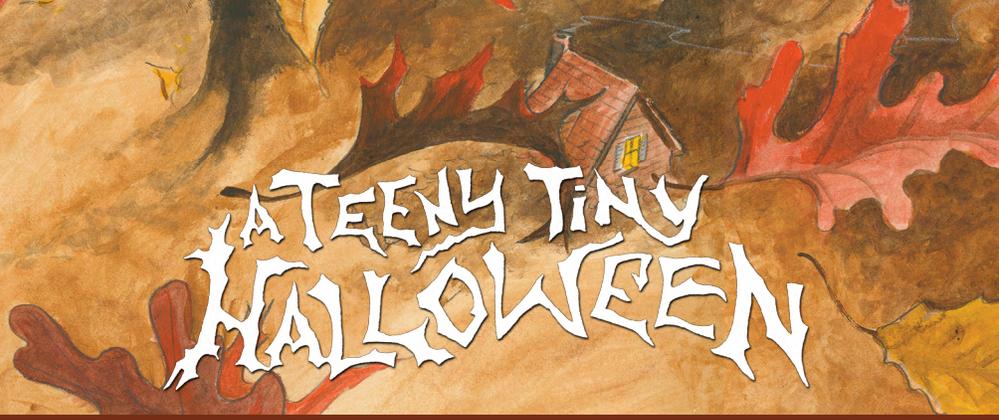
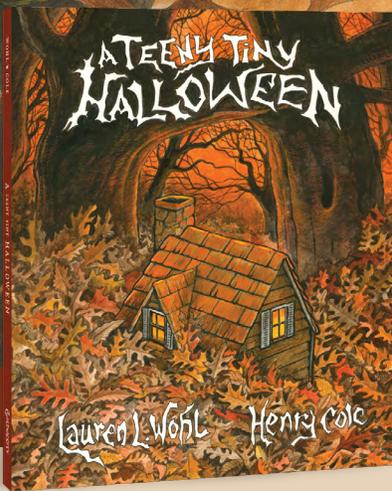
- What is the Teeny Tiny Woman's problem?
- What does she try to do to solve it?
- What ingredients does the Teeny Tiny Woman put into her cookies?



Check on the inferences your students have made that enrich their understanding:

- Do you think the Teeny Tiny Woman knew that baking cookies would bring help?
 - Do you think that the children knew the teeny tiny house was there all along?
 - Which of the children—the cat, the witch, or the ghost—is most like you?
- RL 2.1, 2.2, 2.3, 2.4





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FOLLOW-UP DISCUSSIONS

Curriculum: Language Arts; Speaking and Listening

- Who got scared when the Teeny Tiny Woman welcomed the children? Why did some of the students jump?
- Ask children to talk about their own trick-or-treating experiences and costumes.

RL 2.1, 2.2, 2.3, 2.4



FOLLOW-UP ACTIVITIES

Curriculum: Art; Speaking and Listening; Language Arts: Writing; Cooperative Learning

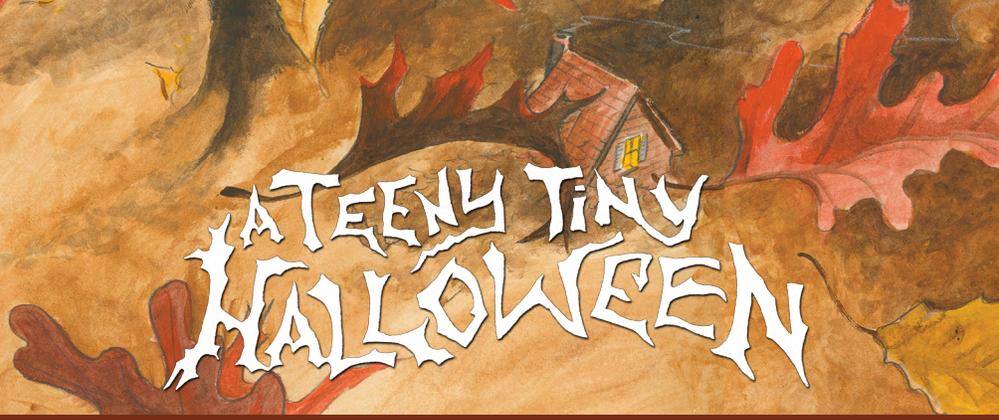
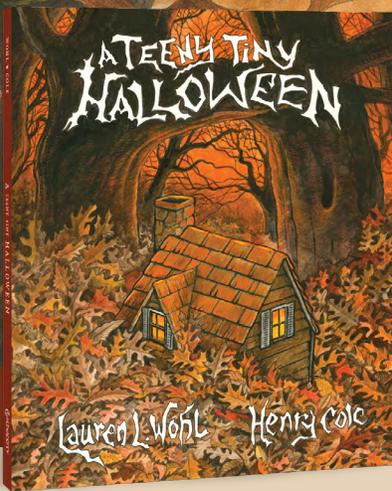
- For youngest children (Pre-K): Cut a number of different-shaped leaves out of heavy-weight construction paper. Hand each child one or two leaves to color, decorate, and write messages on. Each child should sign the back of the leaves s/he creates. Hang the leaves in the classroom or the hallway to decorate the school for the season.

W K.2

- For young children (K-Gr. 1): Re-read aloud the page where the children push the leaves away from the teeny tiny house. Emphasize the sounds each character makes. Have the children imitate those sounds. Now ask the children to think about what they might want to be if they could join the children in the book. What sound would their character make? For example, a snake might slide the leaves away, making a sssssssss sound. What about a dog, a bunny, a bear, a bird, etc?

RL 1.1, 1.3, 1.7, 1.9





EDUCATIONAL GUIDE

- For older children (Gr. 1-2): As a class, brainstorm other adventures for the Teeny Tiny Woman. Remind them they don't have to be holiday-related. Keep a running list of the suggestions, then vote on the story the class wants to write. As a group write the new story; have children illustrate different parts of it, and put it together for a book they all created together.

RL 2.1, 2.3, 2.7; W 2.3, 2.7, 2.8; SL 2.1

- For all children (Pre-Gr. 3): Tell or read the story a few more times. Ask children to try to remember it. Then ask them to tell the story to their parents and others. The next day, the children should report on how their own story-telling went and how their audiences reacted.

RL 2.1, 2.6; SL 2.1, 2.4

- For older children (Gr. 2-3): Your second grade (and older) students can write haiku poems using the forest illustrations from *A Teeny Tiny Woman* as their inspiration. Introduce the structure of a haiku poem—a three-line poem, the first line with five syllables, the second line with seven syllables, and the third line with five syllables. Then discuss the sounds and sights of fall and why the leaves are falling from the trees. Examine the colors and tones of the pictures and talk about the mood being conveyed. Write a sample haiku with the class. Next have students write their own haiku. Have a poetry slam with students reading their poems aloud.

RL 2.4, 2.7; W 2.3, 2.7

