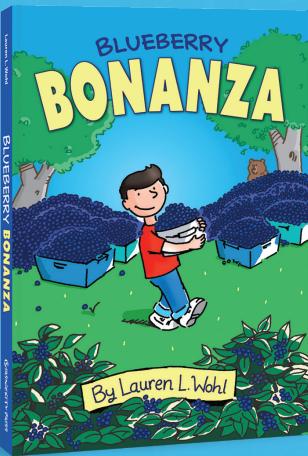


BLUEBERRY BONANZA



By Lauren L. Wohl
Illustrated by Mark Tuchman

Nicholas Preston, third grader, is always coming up with ideas. This summer, he's decided that he is going to harvest all of his family's blueberries, then sell them and give the money to the Community Center building fund. It's not going to be easy, though: the crop this summer is unusually big; he'll need lots of volunteers to pick all those berries; a bear in the nearby woods loves blueberries; and the only good place to sell them is owned by the crankiest guy in town.

How Nicholas overcomes these obstacles and is named "Top Businessman of the Year" is the heart of this chapter book about persistence, friendship, and community service.

EDUCATOR INFORMATION

CURRICULUM CONNECTIONS

STEM

- Science – growing fruit; our natural world
- Math
- Engineering – invention; solving problems



Reading and Language Arts

- Story elements – setting; plot; character development; problem and solution; cause and effect relationships
- Themes – heroism, entrepreneurship, farming, bears
- Comprehension strategies – main idea and details, sequence of events
- Author's purpose
- Illustrations enhance meaning and tone

Social Studies

- Volunteerism, Community responsibility

Personal Skills

- Empower children by example
- Planning; anticipating problems; working with others to reach a shared goal



GUIDED
READING
LEVEL

0

GRADE
LEVEL
EQUIVALENT

3

INTEREST
LEVEL

GRADES
1-3

LEXILE

610

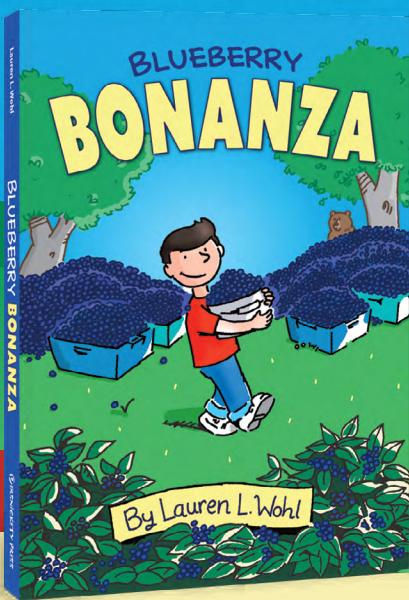
COMMON CORE STATE STANDARDS/INSTRUCTIONAL STRAND

- L. 3.3,4,4a,4c,5,5a,5b,5c,6
RF. 3.3,3b,3c,4,4a,4c
SL. 3.1,1b,1c,1d,2,3,4,6
W.3.1,2,3,4,7,8,10
RI.3.1,2,3,4,7,10

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EDUCATIONAL GUIDE

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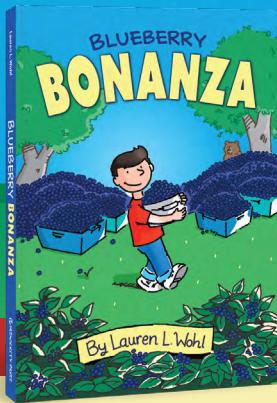
Follow-Up Questions

Language Arts: Reading Comprehension, Critical Thinking

To make sure your students understand the story, recognize themes, and retain the details, ask:

- "He secretly grabbed a big pail, poured some blueberries into it...snuck off to the corner closest to the woods, and set the pail down." Why did Nico leave a bucket of berries in back of the blueberry patch?
- "He saw the whole of the bear first: a big black shape moving out of the woods into the blueberry patch." When a bear actually showed up behind the Preston's house, what did Mama tell the children to do? Why?
- What did Nico plan to do with the blueberries?
- How did his classmates react to his plan?
- What was the community of Raccoon River's reaction to Nico's accomplishment?

RL 3.1, 3.2



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Follow-Up Discussion

Language Arts: Critical Thinking; Speaking and Listening

- Why do your students think the title of the story is "BLUEBERRY BONANZA?"
- Do your students think there really is a bear Nico talks to, or is it just his imagination? Explain. What does Hannah think? Why? What does Melissa think? Why?
- What role did Melissa play in the blueberry-picking project? What does it tell your students about her personality?
- Nico felt betrayed when his classmates failed to show up to help pick blueberries. Students should talk about times when they felt the same way because someone they trusted disappointed them. They should also talk about a time when they let someone else down.
- Why do your students think Nico was surprised when the mayor asked him to come up to the ribbon cutting ceremony at the entrance to the playground?

RL 3.1, 3.2; SL 3.1, 3.3, 3.6

Activities

Language Arts: Vocabulary

- As they read BLUEBERRY BONANZA your students may come across words they are unfamiliar with. They should make a list of those words, then write each word on one side of an index card. On the other side they should write its definition and a sentence using the word.

RL 3.4

Language Arts: Writing, Art

- Nico made advertising signs to let people know that he had blueberries for sale. Have your students create their own signs with catch phrases they create. Display the signs in a BLUEBERRY BONANZA corner in your classroom.

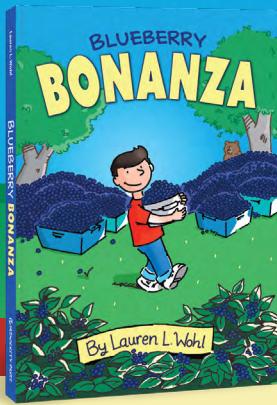
W 3.1. 3.4

Language Arts: Reading, Writing

- Make a list of words to describe Nico's characteristics and enter them in a chart like the one below. On one side of the chart put his characteristics. On the other side write the names of the children in the class who share that characteristic. When the chart is finished tally the entries to see which student or students are most like Nico.

RL 3.3, 3.7; SL 3.1





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Nico's Character Traits

Nico's Character Traits	Children in the Class Who Share That Trait

Social Studies: Volunteerism, Empowering, Community Responsibility, Working with others

- Giving back to the community is one of the themes of BLUEBERRY BONANZA. Nico saw a need, the completion of the community playground, and he decided to act. Your students can do the same as Nico. Brainstorm what services they can do for the community. It can be as simple as going into a park and helping to clean it up or visiting a senior center to engage with the seniors or entertain them. Whatever the class decides, each student should write a short newspaper story about the experience. The stories should be sent in to your local newspaper.

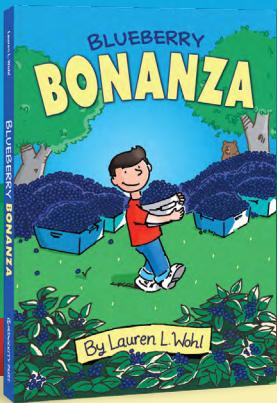
W 3.2, 3.4, 3.8

Social Studies: Working with others to reach a shared goal; Cooperative Learning

- Another theme of BLUEBERRY BONANZA is cooperation. Nico needs the cooperation of his classmates to realize his goal. Have your students write about a time when cooperation made a job or activity easier for them or for someone they know. They should present their work to the entire class and discuss the importance of working with others.

W3.1, 3.5; SL 3.1, 3.3, 3.4





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Language Arts: Speaking and Listening; **Math:** Solving problems

- Nico decided to raise \$250.00 needed to complete the playground at the Raccoon River Community Center by selling boxes of blueberries. Discuss with the class some of the obstacles he faced and how he was able to overcome them. Then discuss with them the business of selling the berries. He chose to price the berries at \$3.00 per box. Work with your students to calculate how many boxes he would have to sell to reach \$250.00. After the first day he sold twenty-four boxes and earned \$72. Have the class calculate how many more boxes he needed to sell to reach his goal. Nico now made another business decision. He raised the price of a box of berries to \$4.00. Discuss the result of that decision.

SL 3.1; Math 3.0a.a1, 3.0a.a2, 3.0a.a3, 3.0a.d.8

Curriculum Connections

READING AND LANGUAGE ARTS

- Story elements – setting; plot; character development; problem and solution; cause and effect relationships
- Themes – heroism, entrepreneurship, farming, bears
- Comprehension strategies – main idea and details, sequence of events
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STEM

- Science – growing fruit; our natural world
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SOCIAL STUDIES

- Volunteerism, Community responsibility

PERSONAL SKILLS

- Empower children by example
- Planning; anticipating problems; working with others to reach a shared goal

Guided Reading Level: 0

Grade Level Equivalent: 3

Interest Level: Grades 1-3

Lexile: 610

Common Core State Standards/Instructional Strand

L. 3.3,4,4a,4c,5,5a,5b,5c,6

RF.3.3,3b,3c,4,4a,4c

SL. 3.1,1b,1c,1d,2,3,4,6

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