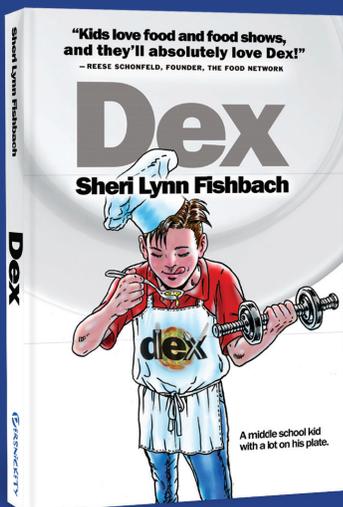


Dex



By Sheri Lynn Fishbach

Dex is twelve, and he's fallen for a middle-school classmate – the lovely and popular Sarah. The problem is that Dex is, in his words, invisible. Tall, too skinny, and not a bit athletic, he's certain he is not Sarah's type. But what Dex can do – extraordinarily well – is cook, and Sarah's family needs a chef. Dex already runs a lunch-to-go spot, and his reputation is growing. It all lands him with his own reality TV cooking show. These ingredients, seasoned with plenty of humor and stirred up by loyal, supportive friends and family, combine to defeat an egotistical star of the EATZ Network and save the family's local restaurant. Kirkus called DEX a “delectable debut” (Kirkus Reviews) novel.

EDUCATOR INFORMATION

CURRICULUM CONNECTIONS

Reading and Language Arts

- Reading realistic fiction
- Language Arts -- figurative language, humorous tone
- Story elements -- setting, plot and character development, problem and solution
- Themes – family, friendship, food, reality TV, entrepreneurship, love

GUIDED
READING
LEVEL

Z

GRADE
LEVEL
EQUIVALENT

7-8+

INTEREST
LEVEL

GRADES
6-12

LEXILE

760

COMMON CORE STATE STANDARDS/INSTRUCTIONAL STRAND

SL. 7.1,1c,1d,3,4,5,6
W. 7.2,3,4,5,6,7,8,9,10
L.7.3,4,4a,4b,5,5a,5c,6
RL. 7.1,2,3,4,6,10



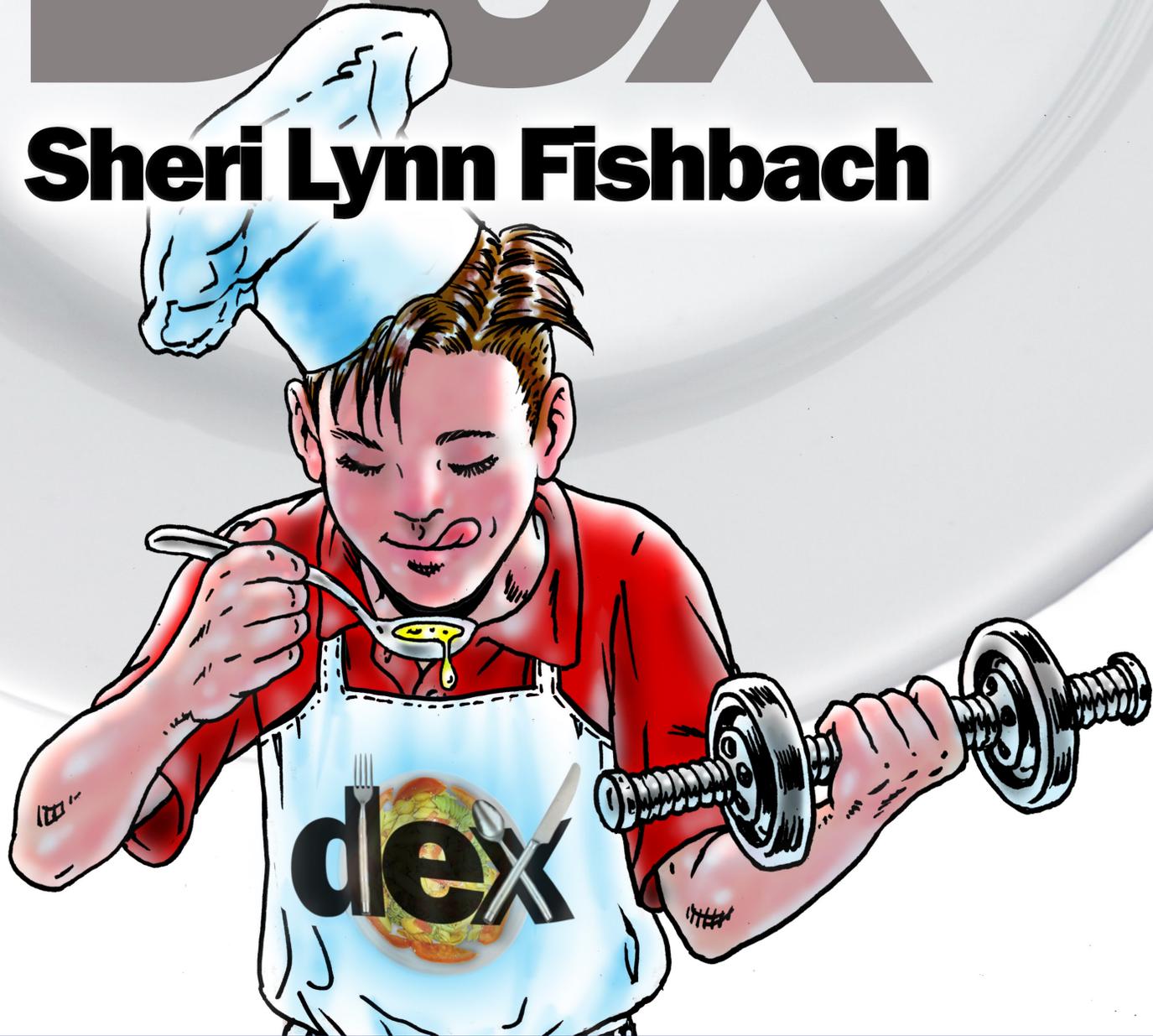
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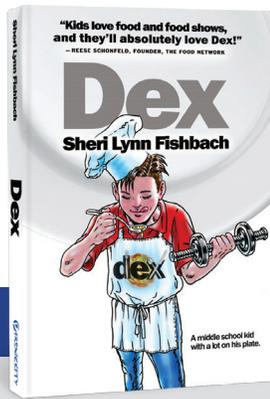
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PRESS

Dex

Sheri Lynn Fishbach



EDUCATIONAL GUIDE



Dex

Sheri Lynn Fishbach

EDUCATIONAL GUIDE

Dex is twelve, and he's fallen for a middle-school classmate—the lovely and popular Sarah. The problem is that Dex is, in his words, invisible. Tall, too skinny, and not a bit athletic, he's certain he is not Sarah's type. But what Dex can do—extraordinarily well—is cook, and Sarah's family needs a chef . . . Dex already runs a lunch-to-go spot, and his reputation is growing. It all lands him with his own reality TV cooking show. These ingredients seasoned with plenty of humor, and stirred up by loyal friends and a supportive family come together to defeat an egotistical star of the EATZ network and save the family's local restaurant.

Follow-Up Questions

Language Arts: Reading Comprehension, Making Inferences, Critical Thinking

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

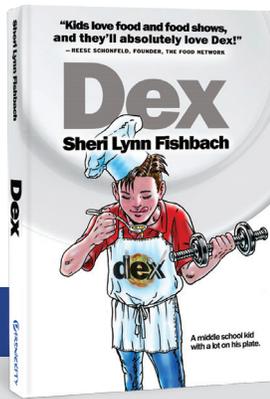
- At the start of the novel, what is Dex's big problem?
- How is he using his talent for cooking to solve this problem?
- How does word about his cooking abilities reach the EATZ Network?
- Who is Dex's nemesis in the novel? What does he have against Dex?
- What information about Poppy's restaurant do Alicia and Dex discover? How do they plan to fix this new problem?
- When Alicia and Dex give Geema the money she needs to pay to the bank, it looks like all is going to be okay. But what happens?
- Provide at least three examples of the things Preston does to try to make things go his way.

RL 6.1, 6.2, 6.3

Follow-Up Discussion

Language Arts: Critical Thinking, Making Inferences; Speaking and Listening; Cooperative Learning;
Social Studies: Ethics

- Dex's family and friends are loyal to him and help him in many ways. They include Alicia, Kyle, Liza, Jordy, and Sarah. Have a class discussion about how Dex's circle of supporters are like and unlike your students' own friends and family. Encourage each student to tell about an instance where they got through a tough spot with the help of their friends.



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EDUCATIONAL GUIDE

- When all the kids in the audience for one of Dex’s TV show episodes get sick, Dex quits. Students should discuss what they think of this decision. What would they have done? Would they, like Dex, have found a way to go back to the show, even before the reason for everyone’s food poisoning was discovered?
- Dex and Alicia read a letter that is not addressed to them and find out that the family restaurant is in trouble. Your class should talk about the way they discover this secret. Do they think it is ethical? Do they think the “greater good” makes it okay? How would they have handled this?
- Dex’s family is very close. Although his grandfather is not alive, he plays an important part in the novel. Dex’s grandmother who lives with them also has a large role. How important do your students believe family relationships across generations are? Using examples from books, TV shows, movies and their own experiences, students should support their opinions on this subject.

RL 6.1, 6.2, 6.3, 6.5; SL 6.1, 6.3, 6.4

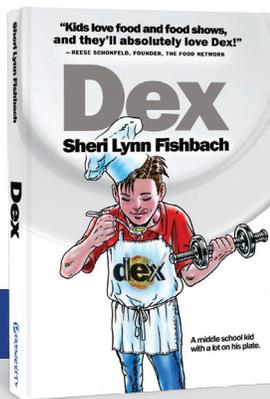
Activities

Language Arts: Reading

- DEX has a large cast of characters, each with unique personalities and quirks. As a class develop a list of the characters. Put them on a classroom chart similar to the one below. Students should suggest adjectives that describe each character. They should begin with adjectives Sheri Lynn Fishbach uses in the book, and then add their own descriptors.
- When the list of adjectives is long, students should work individually on a fourth column, suggesting where these characters will be ten years after the novel ends. What kind of job does Kyle have, for example? Where does Preston end up? Do Alicia and Jazz remain a couple?

Character	Relationship with Dex	Character Trait	Where are they now? (Ten years later!)

RL 6.1; W 6.3, 6.4



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EDUCATIONAL GUIDE

Language Arts: Vocabulary

- The local newspaper wrote that Dex was "... the little Food Dude [who] served up some of the most innovative cuisine under the sun." As they read DEX, your students will come across many words related to cooking, preparing food, flavors, and serving. They should keep a running list of these words and their meanings in a "Talking About Food" vocabulary list. Encourage them to use the words at home, when they eat in a restaurant, or even in the school cafeteria.

RL 6.4

Cooperative Learning; Economics; Business Administration: Art; Home Economics

- For a culminating project, break up your class into teams of 5 or 6. Each team will be creating a plan to open a new restaurant. The members of the team will take the roles of owner and business manager; chef; decorator; marketer; maître d'. Teams should meet to decide what kind of cuisine their restaurant will serve; the name of the restaurant; how the décor will reflect their choice of cuisine; what foods will be offered on their menu; how they will introduce their restaurant to the community and get a buzz going that will bring in customers; how to balance the running costs (of rent, of food, of dishes, silverware, glassware, napkins, staff); how many servers they will have, etc. Teams should do research in cookbooks, on-line and in interviews with people who are in the field to build their plan.

Each team should present their concept and supporting information to a panel of "Shark-Tank-like" judges. If they are able, each team should bring samples of one of their dishes for the judges and their classmates to taste.

W 6.2, 6.4, 6.7, 6.9; SL 6.1, 6.2, 6.4, 6.5

Curriculum Connections

READING AND LANGUAGE ARTS

- Realistic fiction
- Story elements – setting, plot and character development, problem and solution
- Themes: family; entrepreneurship; friendship; food; reality TV
- Language Arts – figurative language; humorous tone

SOCIAL STUDIES

- Business and money

Guided Reading Level: Z
Grade Level Equivalent: 7-8+
Interest Level: 6-12
Lexile: 760

Common Core State Standards/Instructional Strand
SL. 7.1,1c,1d,3,4,5,6
W. 7.2,3,4,5,6,7,8,9,10
L.7.3,4,4a,4b,5,5a,5c,6
RL. 7.1,2,3,4,6,10



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