

The Hog Prince

Written by Sudipta Bardhan-Quallen

Illustrated by Jason Wolff

Teacher's Guide created by Cassandra Reigel Whetstone



Story Summary

A confused fairy tells Eldon Hog that when he kisses his true love he will turn into a prince. Eldon smooches a series of unsuspecting fairy-tale characters before he discovers that his best friend, Petunia, has been his true love all along.

Sudipta Bardhan-Quallen is a writer who lives in New Jersey with her three kids and an imaginary pony named Penny. Learn more about her at www.sudipta.com.

Jason Wolff illustrates books from his home in Virginia where he lives with his wife and three children. You can find more of his illustrations at www.wolffillustration.info.



Pre-Reading

Discuss the plots of Cinderella, Sleeping Beauty, The Frog Prince, and other princess-driven fairy tales that are familiar to your students. Ask, “What do these stories have in common?” (*prince and princesses, magic, fairies or witches*)

Words and Concepts for Pre-Reading Sheltered Instruction: hog, royalty, luxury, fairy, true love.



Discussion Questions

1. Why does Eldon love carriage-watching? (*literal*)
2. Eldon says, “princes live in luxury.” What do you think he means by that statement? (*inferential*)
3. Who is Ella? (*inferential and evaluative*)
4. Why did Eldon feel tingly? (*literal*)
5. Why do you think the author write “Ella” and “Lady Aurora” instead of writing their more familiar fairy tale names? (*analysis*)
6. What do you think “regal” means? (*vocabulary and literal*)
7. Was there magic in this story? If so, what was it? (*inferential and evaluative*)



Response to the Story: Eldon's Dream Comes True (Writing, Art)

Materials

- 12in. x 18in. drawing or construction paper, one sheet per student
- Crayons
- Pencils

Directions

Grades K-2

1. Say, "Tell me everything you know about Eldon Hog? What was his life like?" Discuss and write key vocabulary on the board, such as "carriage-watching," "mud-wallowing," and "slop-gobbling."
2. Say, "Eldon said, 'Wouldn't it be nice to be royalty?' What do you think he imagined being a prince would be like?" Discuss and write key vocabulary on the board, such as "luxury," "castle," and "throne."
3. Say, "We are going to make Eldon's dream come true." Pass out paper and instruct students to fold paper in half. Have them write "Before" on the top left side of the paper and "After" on the top right side of the paper.
4. On the before side of the page, have students draw a picture of Eldon as a regular old hog. Tell students to write "ELDON HOG" on the bottom of the picture.
5. On the after side of the page, have students draw a picture of Eldon as a prince. Tell students to write "Prince Eldon Hog" on the bottom of the picture.
6. Help students label details on their picture using the key vocabulary words recorded during the discussion.
7. Closure: Have students stand up and read their pictures to the class.

Grades 3-6

1. Follow steps 1-6 from K-2 directions. Direct students to leave a space at the bottom or corner of each half of the paper for their writing.
2. Have students write a first-person paragraph from Eldon's point-of-view for each half of the page. Remind students to include a topic sentence, three detail sentences, and one concluding sentence, per paragraph.
3. Closure: Have volunteers share their paragraphs.



Making Words Chain: Hog to Frog (Onset & Rime Word Building)

1. Give each student a pencil and paper. Write the word "hog" on the board and have students write "hog" on their paper.
2. Say, "Cross off the H. What letters would you add to make 'frog'?" Discuss and write "frog" under "hog."

3. Continue with the following grade-level list of words.

Grades K-1: hog, frog, dog, log, lot, pot, pop, mop, cop, cot, pot, dot, dog, frog, hog

Grades 1-2: hog, frog, dog, log, lot, pot, drop, plop, mop, map, mat, pat, pot, dot, dog, frog, hog

Grades 3-4: hog, frog, dog, smog, smile, pile, mile, mice, nice, thrice, three, thrifty, nifty, shifty, shirt, dirt, dog, frog, hog

Extension for Grades 5-6: After doing the Grades 3-4 list, have students create a word chain with at least five words, starting and ending with Prince. Tell them that either the onset or the rime needs to match.



Mapping: Eldon and Petunia's Village (Map Skills, Story Grammar)

Grades K-6

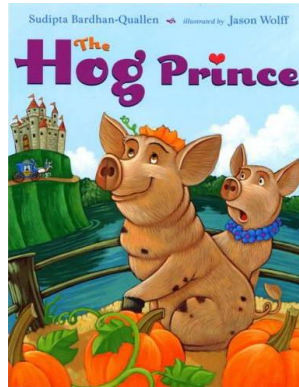
1. Say, "We're going to take a detailed look at the setting of Eldon's story." Do a picture walk through the book and identify the places in each scene. Make a list of places on the board.
2. Draw a compass on the board with North, South, East, West. Pass out paper and pencil to each student. Have them draw the compass on a corner of their paper.
3. Tell them to draw a map that includes all of the places in the book. Remind students that the illustrator and the author gave some clues about the setting but that each student may come up with their own interpretation of the story.

Math Extension for Grades 4-6: Have students create map using a scale. Tell them that one-inch equals 100 feet. Discuss how many feet there might be between houses, etc. Consider having students measure distance between two houses or buildings in their neighborhood as homework and use that information to create their map.

The Hog Prince
By Sudipta Bardhan-Quallen
Illustrated by Jason Wolff
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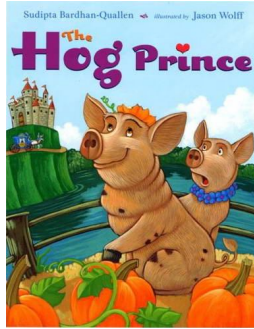
The Hog Prince Word Search



H D Y X U O Q N T K H P L H T U Z I T C
 S D K D J L E W H J V Y M T A A W G H Z
 Q R G M Q D C R U K P R I N C E O U E C
 Z S Q Q O L V X W U E C R J R R L K J H
 N Y F D X T L D L C Z H M B F S C N V H
 X R A L H H X O K N U D V X X N P C B F
 Z Y C D O C L W M O U Y J P X K L N G O
 O H O W Z C A V G Y N N W L A A X S M N
 M F H E Z C L R K E P T V Y B X L B W T
 B M L Q O M E Q R Z D O Y R H F E F Q Y
 R U X T M O G R Q I B N Y X T Z I Y L H
 D J Y F X P A X J T A I K E P U S K Q G
 D L L A D D G V W H A G Y P O Y N H F J
 Z X I D L E M G N T T V E E Z T B B H S
 C Y Y I H M L Z S J Y L M T S W G G O P
 S A T N W I T D M X D K F U C O M L N E
 W A V T G T S X O Y R T R N H X X Z O L
 M M W I K M E S O N Q Q F I K H T G K L
 G P Z R M S B B C K K M B A H Y E D Z N
 B Y M V Z O R R H M M F H X R E Z T A Y

ELDON
 PETUNIA
 HOG
 PRINCE
 MATILDA
 FROG
 SMOOCH
 CARRIAGE
 SPELL

Hog Prince Wedding Gifts



At the end of the book, Eldon and Petunia receive many wedding gifts. Draw your own gift here and write the perfect gift message.

A Teacher's Guide to:

The Mine-o-saur

Written by Sudipta Bardhan-Quallen

Illustrated by David Clark

Putnam, 2007



Story Summary

The Mine-o-saur does not like to play nicely — and that doesn't win him any friends in the school yard. Soon the Mine-o-saur is lonely. But will the other dinos want to give him a chance when the Mine-o-saur is ready to give back all their stuff and apologize?

Sudipta Bardhan-Quallen is a writer who lives in New Jersey with her three kids and an imaginary pony named Penny. Learn more about her at www.sudipta.com.

David Clark is the award-winning illustrator of Grumblebunny. He lives in Virginia with his wife Betsy, their three children, and their 2 fish and a turtle



Pre-reading:

1. What does sharing look like?
2. Chart

Things we like to share	Things we don't like to share	Things we should not share

Words and Concepts for Pre-Reading Sheltered Instruction: dinosaur, sharing, selfish



Discussion Questions:

1. Why didn't the Mine-o-saur want to share with the other dinos? (literal)
2. What was he willing to share? What did he not want to share? When did he change his mind about sharing? (literal and inferential)
3. If he had been at home with his parents instead of at school, would the Mine-o-saur have been more willing to share? (inferential)
4. What do you think the Mine-o-saur will do the next time he has to share at school? (inferential and evaluative)
5. What do you think the other dinos will do when they see the Mine-o-saur coming over to play? (inferential)



Sharing Activity:

Pre-K-K: Have a bowl of small chocolates, cookies, or treats that can be divided equally between students. Ask students “How can I share my bowl of treats?” When the students have had a chance to share out ideas, the teacher shares the treats with the students. Ask, “How did you feel when I shared with you?” and “How would you have felt if I kept my treats to myself?”

K-1: Group kids in sets of three-four children. Tell each group they are going to receive a bowl of popcorn, (or small candies, stickers, etc.) Discuss how they might share the popcorn with their group. (You may want to pre-count the items so they can be divided equally between the group members.) Give each group a bowl and ask them to share. Remind them not to eat the popcorn, yet. When they have shared out the popcorn the group raises their hands. At this point the group can either tell the teacher, or the whole class, how they shared their popcorn. Ask what worked and what didn’t work. When the group is finished sharing their results, they may eat their treats.

Grades 2-3: Before class, collect enough 24-piece puzzle boxes for each group of four students, (or 25 piece puzzles for groups of five students.) Divide each set of puzzle pieces into four groups and put each group into an envelope. Put envelopes back into puzzle box. In class, divide students into groups of four. Tell them they will each get an envelope with puzzle pieces that they will have to share with their group members to build the puzzle. Brainstorm how to share the pieces so everyone is involved. (Discourage the idea of everyone giving his or her pieces to one person. Encourage finding a way to work together.) When the groups have a plan, pass out the boxes and let the groups build their puzzles. At the end of the activity, ask students what worked and what didn’t work.



Closure:

Draw a picture or use words to finish these sentences:

When someone shares with me I feel _____.

When someone doesn’t share with me I feel _____.

When I share with someone I feel _____.



Extensions:

Cooking: Have students bring fruit into class for a “Sharing Salad.” Have students add their prepared (washed, sliced,) fruit to a big bowl and say, “I am sharing _____ with my class.” When all fruit is added to bowl, gently toss and serve in small cups or bowls.

Book Swap: Have the students each bring in a book to use for a book swap. Pool the books together and let the children choose a different book from the one that he or she had brought in to take home to read. Have the students prepare short book reports about the book they received in the swap.

Art Center: Ask students to cut out 5-6 pictures from magazines or other sources. Tell them that they will be sharing these pictures with their classmates. As a class group, put all the pictures at an art table, or break into smaller groups of 3-4 students and let them share their pictures in table groups. Students use shared pictures, paper, and glue to make a collage.

Treasure Sharing: Have students bring in a treasure from home that they would be willing to share with their classmates. Treasures should be something that their classmates can pick up and touch. Set up a treasure table and allow students to display their treasures. Ask students, “How do we treat our friends’ treasures?” Throughout the day, give students the chance to look at the treasures. If there is time, allow for a Q&A session where kids can ask about the treasures on the table.

The Mine-o-saur

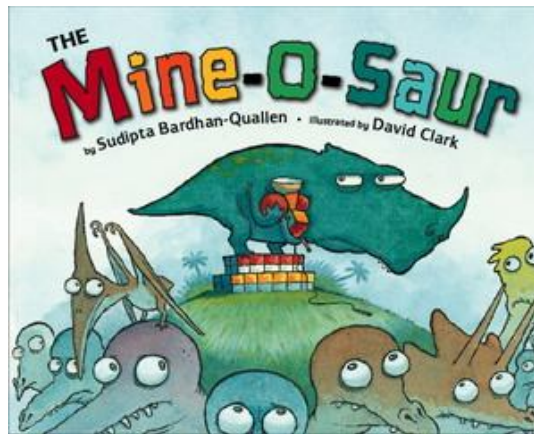
By Sudipta Bardhan-Quallen

Illustrated by David Clark

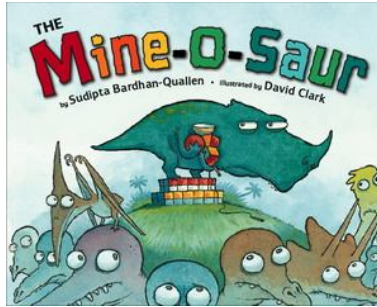
G.P. Putnam’s Sons

Hardcover: \$16.99

ISBN: 978-0-399-24642-5



The Mine-o-saur Word Search



N F L O J H D B B L G C S S A Q Y T W P
 J B M N N X S A A M E A A F Q R S M Y L
 O W E B R F K M E Z V W P A A S R A C T
 R V H V L M C K J R R R R A B E L H M D
 U O H G D I O J M V B L U H T S Z P G S
 C I T G R H L X I X L L L A L O P B X U
 T P H P G C B H N F S E E A S S S P U H
 B T I A A Q G T E F I P E D Q O S A X N
 A E Y A N R I P M G G N R T U R E Q U M
 E R F R L H N A I E U C A V E R G N W R
 M A P T L T D T N X A J H R W R T B I B
 F N R S X R L Y E Q N D S E A C D S T M
 B O G E O A U I M D O W C J T R D F Z F
 X D I W Z T R S I Q D Q X R J T O M P Z
 K O J T R R C N N Y O G X O D E O V R R
 X N K O V E Z E E N N W C X Z S H A L L
 K E H W T T B G C M S D O Y O T B M C D
 B Q X E S T E G O S A U R U S B S R Y I
 I U T R B U L J Q K G J O Z V H Z L Y P
 L B L T B B S B I R H D E K P Q I D L Z

RAPTOR

TOWER

IGUANODON

STEGOSAURUS

STRUDEL BREAD

PTERANODON

MINE MINE MINE

SHARE

BLOCKS

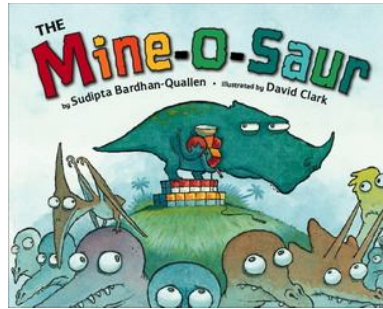
CARS

APATOSAUR

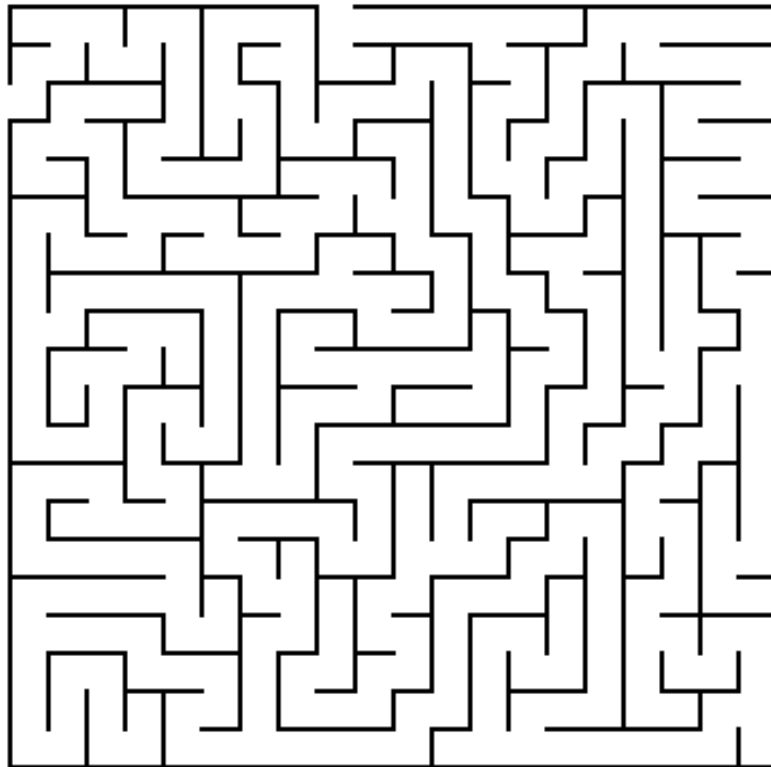
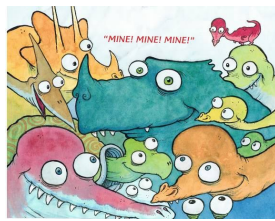
MINE-O-SAUR

BUTTER TART

The Mine-o-saur Maze



Help the Mine-o-saur go from selfish to sharing!



Flying Eagle

Written by Sudipta Bardhan-Quallen

Illustrated by Deborah Kogan Ray

Teacher's Guide created by Cassandra Reigel Whetstone

Story Summary

A tawny eagle soars through the Serengeti National Park in search of food for his chick.

Sudipta Bardhan-Quallen is a writer who lives in New Jersey with her three kids and an imaginary pony named Penny. Learn more about her at www.sudipta.com.

Deborah Kogan Ray is an award-winning artist, author, and illustrator who lives near Philadelphia, Pennsylvania. Learn more about her at www.dkray.com.

Pre-Reading

Help students locate the Serengeti Plain in Tanzania. Tell students that *Serengeti* means “extended place” in the Maasai language and that over 500 different types of animals live there. Ask students to predict what types of animals they might see on the Serengeti Plain. Show students the cover of FLYING EAGLE and tell them that one of the animals they might see on the Serengeti is the tawny eagle.

Words and Concepts for Pre-Reading Sheltered Instruction: hunter, bowstring, poacher, talons, gleeful

Discussion Questions

1. What does the eagle need to do? (*literal*)
2. Why can't the eagle rest? (*inferential*)
3. Can you guess what a poacher does? (*inferential and evaluative*)
4. What does it mean when the author writes, “reads too thick?” (*inferential*)
5. (*At the end of the reading refer back to the first lines of text.*) “Let’s look back at the first page. Why do you think the author write that the eagle is tired?” (*inferential and analytic*)
6. Who can tell me one thing that you learned from this story? (*personal response*)
7. Did this story make you interested in learning more about the Serengeti Plain? What else would you like to know about life on the Serengeti? (*personal response*)

Response to Story: Making Words Soar (Writing)

Materials: board, overhead, or chart paper; writing paper; pencils

Grades K-6

Directions:

1. Say, “The author told this story with very few words. She had to make sure that each word was the very best word for each line.”
2. Read the first three stanzas to the students and identify descriptive, language, (not just adjectives,) such as *soaring, blazing, crimson, lounge, toothy*. Explain that these words help the author paint a scene in the reader’s mind.

3. **Grades K-1:** Compare the descriptive words with more common words: *soaring/flying, crimson/red, lounge/sit*. **Grades 3-6:** Read through the book again and ask students to jot down the words that stand out as descriptive story-painting words.
4. Find something to write about in the classroom, e.g. a class pet, bulletin board display, plant, etc. As a whole class, write a sentence or paragraph about the object.
5. As a whole class, revise the sentence to substitute descriptive word choices as appropriate.
6. Take students outside and find a scene to write about. Have students write a sentence or paragraph and tell them to make descriptive word choices.

Closure: Let volunteers share their sentences or paragraphs to the class. Have listeners give a thumbs-up each time they hear a descriptive word choice.

Extension: Create a chart of descriptive story-telling words. Challenge students to find more descriptive word choices while they are reading other books. Encourage students to use this list when writing.

Water-Color Wash (Art)

Materials: 12in. x 18in. white construction paper, one sheet per student; crayons; yellow and orange watercolor paint; cups of water; paintbrushes; paper towels

Grades K-6

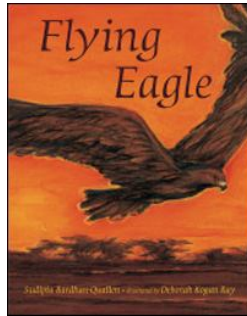
Directions

1. Do a picture walk through FLYING EAGLE and discuss the animals and images in the story. Talk about the colors the illustrator used help tell the story.
2. Ask students to close their eyes and/or put their head's down on their desks. Read the author's notes, "A Majestic Eagle," "Serengeti National Park," "The Serengeti Plain at Night." (K-1 teachers may want to only read one or two sections.) Encourage students to visualize the Serengeti National Park as you read.
3. Give students crayons and construction paper. Have them draw a picture of the Serengeti and include the animals and other images that they either saw in the story or visualized during the author's notes. Tell them that they will be going over their art with a watercolor wash and encourage them to press firmly with their crayons.
4. When the crayon layer of art is completed, have students use yellow, orange, or a combination of both, to create a watercolor wash. Show students how to add water to thin the paint.
5. Encourage them to use light strokes as they paint over their picture. The watercolor wash will adhere to the paper but not to the pictures colored with crayons. Have towels available for blotting paintbrushes, mopping up spills, and dabbing on any pictures that get too wet.

Closure: Display finished pictures on a desk and have students take an "Art Walk" around the room as they look at each other's artwork.

Extension for Grades 4-6: Consider having students divide their pages in half and doing a day scene with a yellow watercolor wash, and a night scene with a light gray wash. Have students add extra water to black to create a light gray wash. Remind students that if the paint is too thick they can wipe it with a paper towel while it is still wet.

Flying Eagle Word Search



F M O E R E T N U H D L F E H
Z W P Y W A Q B Y P X I W R I
E J P A E G P N F T L O E A G
H Q I A H J E P D E I N A H H
R E H F Y M D J G S C C V P E
C K O W Z K N G X N M T E P L
T Y I G H W V F K U H C R N G
E L I D O C O R C S K Q B K A
E B T M K Z H I K M V H I B E
W B J K U I E Y P E N T R R Y
L J Y P N A D B J Z D X D M N
V F O Y Y E J J R A K R H C W
S M J Z P W V X R A M A V Y A
X J T B N A R R O W K Y O Q T
B G D G C Z V M Z B Z K U D U

ZEBRA

KUDU

SUNSET

CROCODILE

TAWNY EAGLE

WEAVER BIRD

DIK DIK

HUNTER

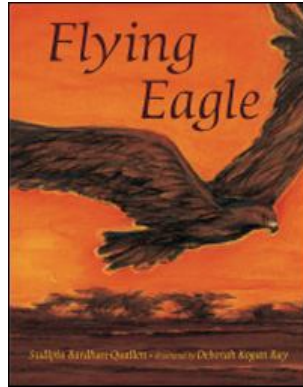
HIPPO

ARROW

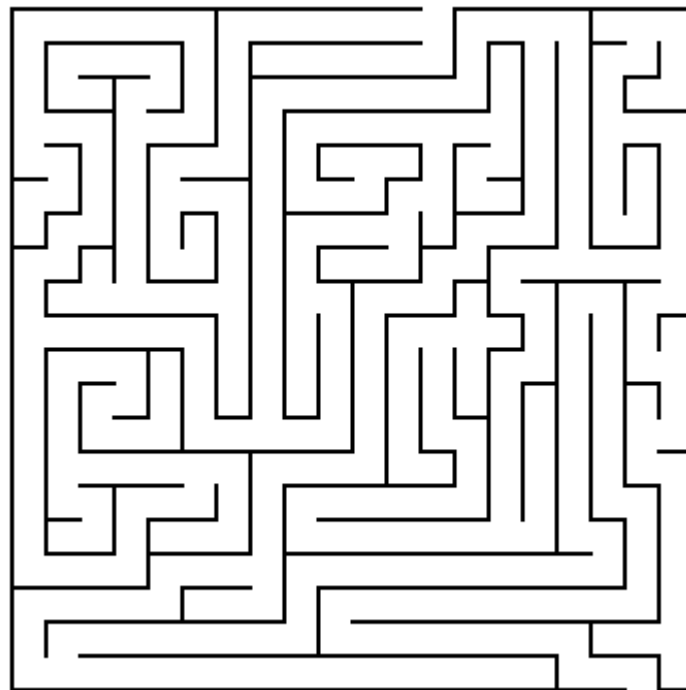
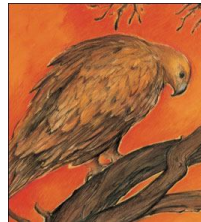
LION

HARE

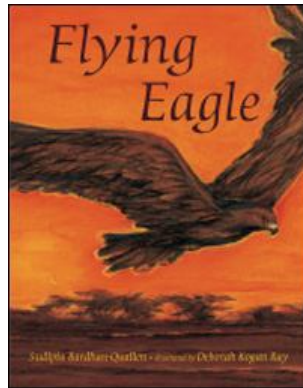
Flying Eagle



Help the tawny eagle find his dinner!



Flying Eagle



Write an ACROSTIC poem about the tawny eagle!

E _____

A _____

G _____

L _____

E _____

Ballots for Belva:

The True Story of a Woman's Race for the Presidency

Written by Sudipta Bardhan-Quallen

Illustrated by Courtney A. Martin

Teacher's Guide created by Cassandra Reigel Whetstone

Story Summary

BALLOTS FOR BELVA tells the story of Belva Lockwood and her journey from girlhood to her 1884 campaign to run for President of the United States.

Sudipta Bardhan-Quallen is a writer who lives in New Jersey with her three kids and an imaginary pony named Penny. Learn more about her at www.sudipta.com.

Courtney A. Martin draws and paints from her home in Cambridge, Massachusetts. Learn more about her at www.c-a-martin.com.

Pre-Reading/Activate Prior Knowledge

1. Put students into pairs. Tell students that they are going to do a think/pair/share activity.
2. Say, "Who can tell me what the President of the United States does? Does anyone know who our current President is?" Briefly discuss responses.
3. Ask, "Why do you think someone might want to be the President of the United States? I'm going to give you two minutes to think about that question." Give students two minutes to think about the question. Remind students that there should be no talking during "thinking time."
4. When two minutes are over, give students two-three minutes to share their ideas with their partner.
5. After students have had a chance to discuss their answers with their partner, ask volunteers to share their answers with the whole class.

Words and Concepts for Pre-Reading Sheltered Instruction: president, ballot, lawyer, election, equal rights, polling place

Discussion Questions

1. *Show students the front and back cover.* What can you tell about the setting of the story? When do you think this story takes place? (*inferential*)
2. What does the phrase, "humble beginnings" mean? (*inferential and evaluative*)
3. Why didn't the law schools want to admit Belva as a student? (*literal and inferential*)
4. How would you have felt if you had done all of the coursework but didn't receive your diploma? (*personal response*)
5. What do you think happened after President Grant received Belva's letter? (*inferential*)
6. What does the quote from the New York Times mean when it says, "Now a woman on a tricycle attracts no more attention than a woman on a horse." (*inferential*)

7. Why weren't some people taking Belva's campaign for president seriously? (*literal*)
8. Belva won at least 4,711 votes. What is remarkable about that number? Could other women vote for Belva? (*inferential and evaluative*)
9. *Show students the last page of the story.* Why do you think the illustrator painted the picture of the girl handing Belva flowers? What do you think the girl might be thinking? (*analytical and personal response*)
10. Let's look back at the first part of the story. It says, "...with a little bit of faith, anyone can move a mountain." What do you think that means? (*evaluative and personal response*)
11. What do you think the author might want you to learn from this story? (*analytic*)

Response to Story: "If I Were President" (Writing, Public Speaking)

Grades K-6

Materials: white construction paper; crayons or markers; pencils; writing paper, (for grades 2-6); index cards, (optional for grades 2-6)

Preparation: None

Session One

1. Tell students that when someone runs for president, they have to run a campaign. Ask, "Can anyone tell me what does the word campaign mean?" Discuss campaigns and note that they include advertisements and speeches. Do a picture walk through **BALLOTS FOR BELVA** and point out campaign signs and slogans.
2. Say, "We are going to pretend that you are running for President. If you were going to make a poster advertising that you were running for president, what words would you need to know?" Brainstorm words such as, *vote*, *President*, *ballot*, and record on the board.
3. Give each student a piece of paper and markers or crayons. Have each student make a campaign poster using his or her own name. Collect posters.

Session Two

1. Tell students that one of the ways people campaign is to give speeches about what they would do as president. Show students pages 20-21 in **BALLOTS FOR BELVA** and re-read the first paragraph.
2. Say, "If you were President, what would you do?" Brainstorm ideas and record key words on the board. Pass out campaign posters from the previous session.
3. Write on the board, "If I were president, I would _____." **Grade K-1:** Have students write and complete the sentence on the back of their posters. **Grade 2-4:** Have students write a paragraph using the cloze sentence as a topic sentence. When finished, consider having students rewrite paragraph on an index card. **Grades 5-6:** Have students write 3-5 paragraphs using the cloze sentence as an opening line. When finished, consider having students rewrite paragraphs on index cards.
4. Allow time for students to practice reading their speeches to partners or table groups. Remind students to speak clearly, slowly, and to project their voices.

Closure: Have students stand in front of the class, show their campaign posters and read their campaign speeches.

Women's Suffrage in the United States Timeline (History)

Grades 3-6

Materials: Copy of Women's Suffrage timeline from *BALLOTS FOR BELVA*; 8.5in. x 11in. sheets of white or drawing paper, one per student; crayons or markers

Preparation: Divide the number of events by the number of students so that each student would get one-two events. Cut the copy of the timeline into one-events per student.

Directions:

1. Say, "Does anyone know what a timeline is?" Explain to students that a timeline is a sequence of events over time. Show students the Women's Suffrage timeline and explain that "Suffrage" means "the right to vote."
2. Tell students that this particular timeline has two parts. The events in black show the timeline for women's suffrage, and the events in red make show the timeline for Bella Lockwood's life. Read the timeline to the students.
3. Tell students that they are going to make an illustrated version of this timeline. Pass out event(s) and a piece of paper to each student. Have students write the date of their event on the top of their page. Tell them to write the description of their event on the paper and then illustrate it.
4. When the students are finished, help them line-up in order, according to the dates of their events. Allow students to take turns reading their events and sharing their pictures.

Extension: If students have access to the internet, let them research other events, discoveries, or famous people from the year of their event. Encourage students to add more illustrations and/or write descriptions to show what else was going on in the world at that time.

Transportation: Then and Now (Venn Diagrams)

Grades K-3

Materials: Chalkboard, white board, or chart paper; one copy of "Transportation: Then and Now" Venn Diagram per student

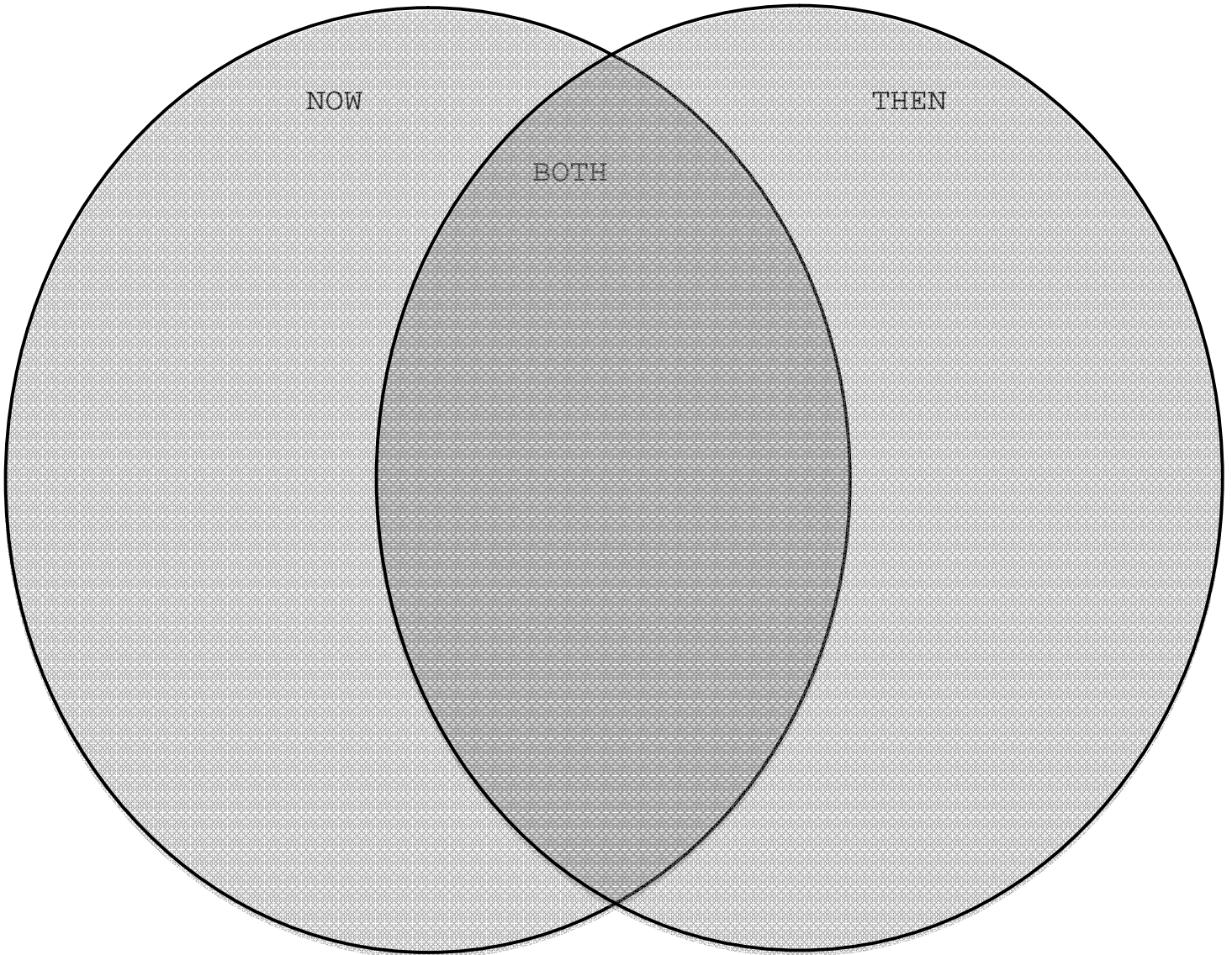
Preparation: Write the words "Then" and "Now" on the board.

Directions:

1. Do a picture walk through *BALLOTS FOR BELVA* and identify the different types of transportation that people used in the story. List the types of transportation under the word, "Then," *e.g. walking, tricycle, horse and buggy, wagon.*
2. Brainstorm types of transportation that we have today. List today's transportation under "Now," *e.g. walking, cars, bicycles, airplanes, subways, etc.*
3. Note words that are on both lists.
4. Pass out copies of "Then and Now" Venn diagrams and help students write the different types of transportation in "Then," "Now," or "Both."
5. Help students answer the summary statements about the diagram.

Name _____

BALLOTS FOR BELVA
TRANSPORTATION: THEN AND NOW



1. There are _____ different types of transportation on my chart.
2. _____ has the most types of transportation and _____ has the fewest types of transportation.
3. If I lived then, my favorite type of transportation would be _____ because _____.

Belva Lockwood vs. Victoria Woodhull (Graphing, Fractions)

Grades 2-6

Materials: Three sheets of chart paper; markers; small pieces of paper, one per student; writing paper

Preparation:

1. Prepare a tally sheet. Draw three rows on the chart paper. Label the first row “Belva Lockwood,” the second, “Victoria Woodhull,” and the third, “Undecided.”
2. Prepare a bar graph. Draw three bars near the bottom of the second sheet of chart paper. Write “Belva Lockwood”, “Victoria Woodhull”, and “Undecided” under the bars.
3. Prepare a pie chart. Draw a large circle on the third chart. With a light pencil, roughly divide the pie chart into segments that equal the number of students. Write this key on the side of the circle:
 - = Belva Lockwood
 - = Victoria Woodhull
 - = Undecided
4. Display charts on board or wall.

Directions:

1. Read the Author’s Note at the end of BALLOTS FOR BELVA.
2. Briefly discuss the question, “Who do you consider to be the first woman to run for President.”
3. Tell students that they are going to vote on who they consider to be the first woman president. Pass out the slips of paper and tell students that the paper is their ballot. Tell them that they may each vote for either Belva, Victoria, or if they can’t decide, they may vote for “Undecided.”
4. Collect ballots.
5. Read votes out-loud and record on the tally sheet.
6. Tell students that there are several ways to organize the final vote count. Ask, “How could we use the bar graph to display the vote?” Have students help fill in the bar graph.
7. Ask, “How could we use the pie graph to display the vote?” Have students suggest a color key. Select different color for Belva, Victoria, and Undecided. Draw a sample of each color to the left side of the equal signs in the key.
8. Identify the fractions that represent each group of votes. Let students help color in the pie chart.

Closure: Have students answer the following questions on a piece of writing paper, (or in their math journals.) Remind students to write their answers in complete sentences.

1. Who had the most votes and who had the least votes?
2. Were you surprised by the results? Why or why not?
3. Which graph do you think was the best way to organize the votes? Why?

Extension: Have students select their own topic and survey 10-12 classmates, family members, and friends to “vote” on an answer. Have students create a graph to display their results.

Ballots for Belva’s Glossary Match-Up (Vocabulary)

Grades 3-6

Materials: 1-2 copies of the glossary at the end of **BALLOTS FOR BELVA**; 8in. x 2in. strips of tag board or other sturdy paper; scissors, tape or glue stick; marker; bag, basket or hat

Preparation:

1. Select one glossary term and definition per two students in class. If there are 18 students, use each word once. If there are 30 students, select six words to use twice and use the remaining three words once.
2. Cut out glossary definitions. Separate terms from definitions by either cutting them out or darkening them with a black marker.
3. Use tape or glue to affix the definitions to separate strips of tag board.
4. Write each glossary term on separate strips of tag board.
5. Put all of the strips together in a bag. There should be one strip per student. (If there is an odd number of students two students can share a strip or the teacher can participate in the match-up.) *Note: Be sure the number of strips in the bag matches the number of students in attendance during the activity.*

Directions:

1. Tell students to listen carefully while you read through the glossary. Tell them you are only going to read it one time. Read the glossary and answer any questions the students may have about the terms.
2. Say, “We are going to play a vocabulary match-up game. Each of you will draw a strip of paper that has either a glossary term or a definition. If you draw a glossary term, go to the left side of the classroom. If you draw a definition, go to the right side of the classroom.”
3. Move through the students allowing them to draw a strip. Tell them to read it privately and then move to appropriate side of the room.
4. When all students have a strip, tell them that they need to match-up with their counterpart. Tell them they will have to read their strips to each other until they find their match. When they think they’ve found a match, have them sit down next to each other. Remind students that there can only be two people in a pair.
5. While students are finding their pairs, help students read the definitions. Don’t give students the correct answer but help them decode words and identify the meaning of words in the definitions as needed.
6. When all of the students are sitting in pairs*, have everyone stand up. Have pairs read their glossary term and definition out loud. If they are correct, have them sit back down. If they are incorrect, direct them to move back to the left and right sides of the room.
7. When the pairs have all shared out, help any students who are unmatched find their correct partner.

**Note: If most of the students are sitting in pairs and the remaining students cannot find match-ups that they think are correct, have the unmatched students return to either the left or the right side of the room and continue with step 6.*

Extension: Definitions and glossary terms can be stored in an envelope to be used as a matching/memory or “Go Fish” game.

Interview Belva and Other Characters (Perspective, Dramatic Improvisation)

Grades K-6

Materials: index cards or pieces of paper; pencil or pen; bag, basket or hat

Preparation: None

Directions:

1. Reread or do a picture walk through *BALLOTS FOR BELVA*. Identify important characters in the book and write down their names on the board. Characters may include Belva, President Ulysses S. Grant, Marietta Snow, Grover Cleveland, Abigail Duniway, and even the cat.
2. Brainstorm questions you might ask any of the characters if they were to walk into the classroom today.
3. Write the names of the characters on individual index cards and put into a bag.
4. Write the word *PERSPECTIVE* on the board. Explain to students that perspective is the position from which something is looked at, thought about, or evaluated.
5. Say, "We are going to play an interview game and volunteers are going to answer questions from the perspective of the different characters. If you would like to pretend to be a character, please raise your hand. If I call on you, you may draw a name out of the bag and read the name out loud." Remind students that for the purposes of this activity, it doesn't matter if the student is a boy or girl for any character.
6. Have a student draw a name out of the bag and direct him or her to stand or sit in front of the room. Say, "Now we are going to interview you, and I'd like you to answer from the perspective of the character." Remind students that although the characters are based on real people, the answers are going to be fictional and they don't need to worry about whether or not they are true.
7. Have students raise their hands and ask questions. Help the volunteers consider how to answer the questions from the perspective of their character.
8. Repeat steps 5 and 6 until all of the characters have been interviewed.

Modification for K-1: Teachers of younger students may need to play the role of the characters while the students ask questions.

Sample Interview Questions

For Belva

When you were a little girl, did you dream about being president?

Did you think you might really win?

What would you have done if you were the President of the United States?

For President Ulysses Grant

How did you feel when you got Belva's letter?

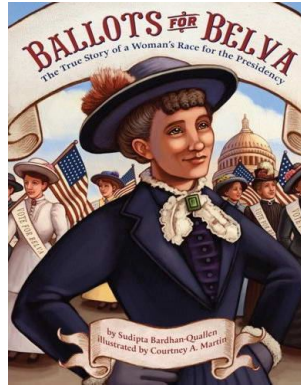
Do you think a woman could be president?

For Marietta Snow

What did your family say when you told them that you were running for Vice President?

What was your favorite part of the campaign?

Ballots for Belva



Write an ACROSTIC poem about Belva!

B _____

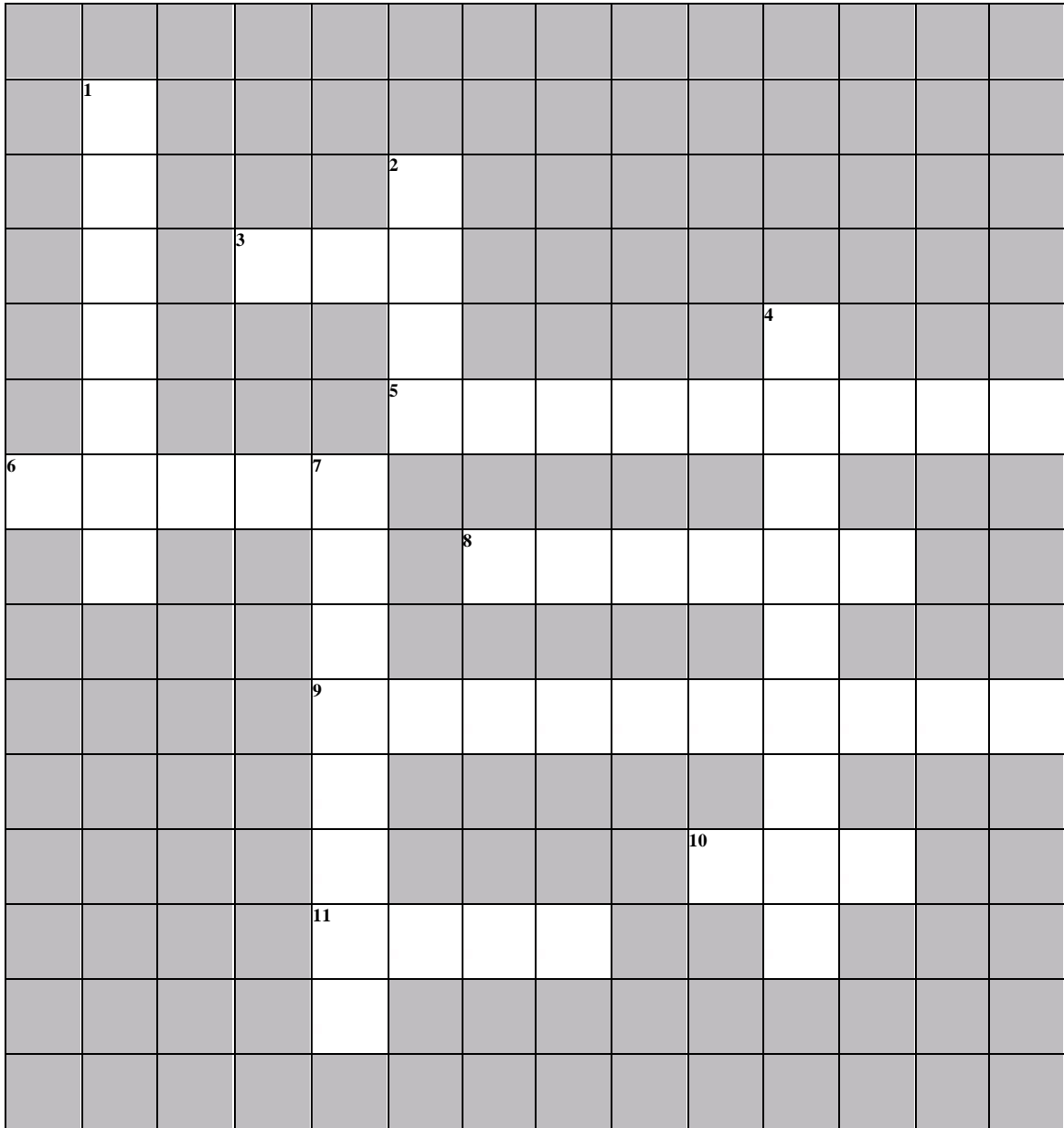
E _____

L _____

V _____

A _____

Ballots for Belva Crossword



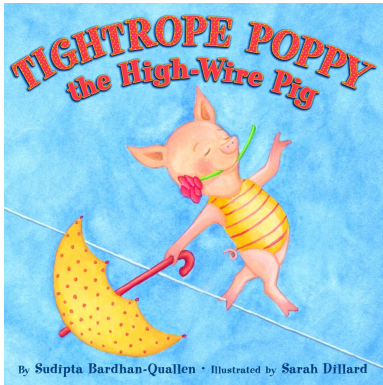
Down

1. Belva's home state (2 words)
2. When Belva ran for President, women could not _____.
4. Belva believed that, if you try hard enough, you can move _____.
7. Belva rode on this to get around Washington, DC

Across

3. How many times was Belva married?
5. To become President, a candidate must receive the most _____ votes.
6. The President who signed Belva's diploma
8. Belva's Republican opponent
9. Belva's Democratic opponent
10. Belva's middle name
11. Belva's daughter

Tightrope Poppy, the High Wire Pig



K B W N S H W J S H A X V U O
J V D Y F L C P P I F D W X F
T I G H T R O P E G R Z R U L
F I D G K Y V T Q H J R F M J
H L I S U C R I C W N A N Q J
G P O U J Y V B F I X D A B A
A W N P X A P J B R Q B T K I
Z I G V P A E P Q E O E Y Y B
R V F Q G I G Q O P Y S Z R I
A Z Y Y Y B N V W P I S C P S
A A Q N I T O G T X A D U J C
U M T G P V X G G D X U K P D
S Z T G O K O U X E Z M J C M
O O T J L Q J W Q F W X F Q E
P N X I P F C J P O X O J Q W

BIGTOP
CIRCUS
FLOPPING
HIGHWIRE
PIG
PLOP
POPPY
TIGHTROPE
ZIG



Getting to Know... Sudipta Bardhan-Quallen



Sudipta Bardhan-Quallen never thought she'd grow up to be a writer. As a child, she thought of being a doctor (but she's afraid of blood), a lawyer (but she doesn't like losing arguments), a carpenter (but she's too clumsy), a model (but she likes eating too much), a presidential candidate (but she had a dissolute youth), a UN ambassador (the argument losing thing again)... almost everything but a writer.

In fact, in 2001, Sudipta was well on her way to not being a writer. She had graduated from the California Institute of Technology in 1998 with a BS in Biology, spent a year in Boston, and then had returned to Caltech as a PhD candidate in developmental biology. That's when she had her first child, Isabella. Bella's birth didn't change Sudipta's plans – she thought she'd take a long maternity leave then return to graduate school. Then, her daughter Brooklyn came along.

With two small children, Sudipta found herself less interested in biology as she was in parenting. And for the first time, she found that she had stories to tell, stories she wanted to share with her daughters, and she decided to try to get published. After a half-dozen rejections, in 2003, Sudipta sold her first story to a children's magazine, *Highlights for Children*.

Using her science background as a springboard, Sudipta began writing nonfiction for children, including *Championship Science Fair Projects*, *Last Minute Science Fair Projects*, *AIDS*, and *Autism*. She branched out into other nonfiction, including biographies of Franklin Delano Roosevelt and Jane Goodall, and altogether, Sudipta has written 18 nonfiction books for kids.

Her first love, however, was always picture books, so using a facility with word play and a love for animals (especially pigs), Sudipta worked on a number of manuscripts. Most of them were rejected (she freely admits, when she started writing picture books, they really stank!).

Sudipta kept at it, and fittingly, her first picture book, *Tightrope Poppy, the High-Wire Pig*, illustrated by Sarah Dillard, about a proud pig who perseveres was published in 2006. This was followed in 2007 by *The Mine-o-saur*, illustrated by David Clark, in 2008 by *Ballots for Belva: The True Story of a Woman's Race for the Presidency*, illustrated by Courtney Martin, and in 2009 by *The Hog Prince*, illustrated by Jason Wolff. Sudipta has seven other picture books scheduled for the next few years, including *Pirate Princess*, illustrated by Jill McElmurry, *Half Pint Pete the Pirate*, illustrated by Geraldo Valeria, and *The Hampshire*, illustrated by Howard Fine. Her children, now including a son named Sawyer who was born in 2006, are a constant source of inspiration. Sudipta has heard the words "Mine! Mine! Mine!" shouted so many times that *The Mine-o-saur* almost flowed out of her mind naturally. Watching her daughters devour donuts inspired *The Hampshire*, dress up playdates inspired *Pirate Princess*, and she refuses to admit what (or whose snoring) inspired *Snoring Beauty*.

As for *The Hog Prince*, well, any girl—including Sudipta—will tell you that you have to kiss a lot of hogs before you find what you want in life.

Sudipta visits schools to share her stories and experience, and teaches writing to children and adults. She lives in New Jersey with her family and an imaginary pony named Penny.

To find out more about Sudipta Bardhan-Quallen, visit: www.sudipta.com