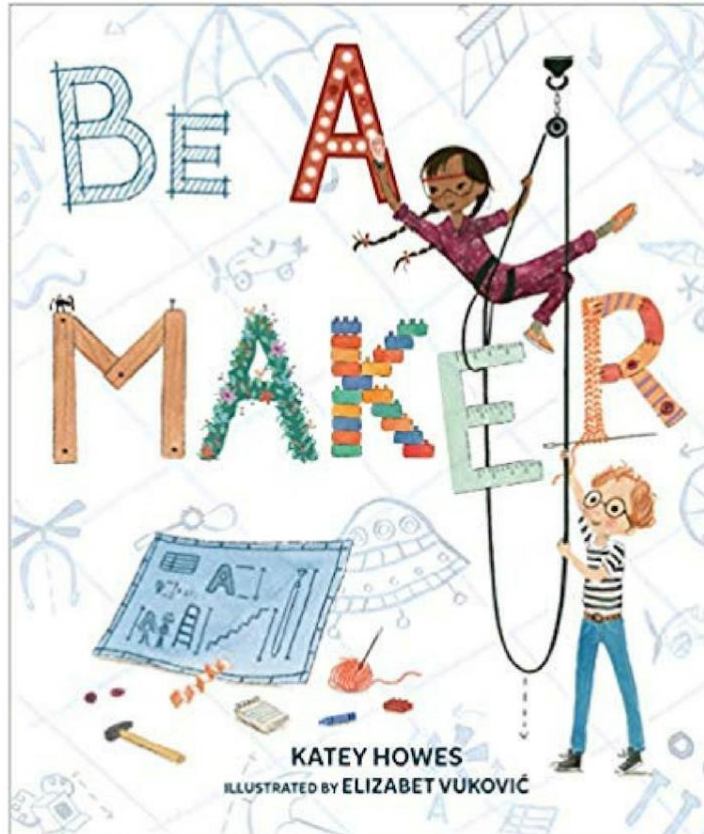




Grades Pre-K-2

Authors and Educators Resources



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Educator's Guide by Pamela Brunskill

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Summary

Written in the second person, *Be a Maker* is a call to action for young creatives. The narrator asks readers what they will make—offering numerous suggestions such as a spaceship, a snack and a pledge to help—and how they will make a difference in the world. Simple rhymes and repetitions, along with lively illustrations, demonstrate the beauty of making things.

Themes of creativity, imagination, friendship, community, activism, citizenship, and pride pervade this book.

About the Author



Katey Howes loves science and the arts. She makes countless crafts and messes with her kids, reads everything from classic children’s lit to modern neuroscience, and has strong opinions about commas. A former physical therapist specializing in brain injury, Katey now divides her time between writing and raising kids with a love of books. In addition to her own blog about raising readers, Katey contributes to websites like All the Wonders, The Nerdy Bookclub, STEAM-powered Family and Imagination Soup. Katey is a member of SCBWI and is very active in the kidlit community. Find her online at kateyhowes.com, on Twitter [@kateywrites](https://twitter.com/kateywrites), and on Instagram [@kidlitlove](https://www.instagram.com/kidlitlove).

About the Illustrator



Elizabet Vuković grew up around makers in Rotterdam, the Netherlands, where she still lives. Her mom introduced her to making with fabrics. She and her sister accompanied their dad on many trips to the hardware store for his constant home renovation projects, and her sister continues to use Elizabet as her guinea pig for many outrageous inventions. Elizabet graduated with a degree in optometry before deciding to go back to school for illustration in San Francisco. To learn more about Elizabet, visit her website at <http://www.elizabetvukovic.com/>.

Sample Lesson Activities

The following lessons are examples of what you can do with *Be a Maker*. Use your professional judgment to extend or differentiate to meet the needs of your students.



<p>Lesson 1: Read Aloud</p> <ol style="list-style-type: none">1. Complete a picture walk of <i>Be a Maker</i>.2. Ask students what they think the book will be about and why the title is important. *What is a maker and what can a maker do?3. Read the book aloud to the class. Stop periodically to ask questions and draw attention to themes in the book (p. 3 in this guide). Specifically ask students what kinds of creations they would be proud of and what kind of difference they want to make in the world.	<p>Lesson 2: Reading Response</p> <ol style="list-style-type: none">1. Have students engage with the Reading Response Cards (p. 5) individually, in pairs, or in groups. Their responses can take any format you like, such as discussion, writing/drawing in a response journal.2. After, go over their responses (see <i>Answer Key</i>, p. 6) and continue with a Grand Discussion to expand on the citizenship aspect of this book—of valuing everyone’s contributions, varied as they may be.
<p>Lesson 3: MAKER Sort</p> <ol style="list-style-type: none">1. Distribute <i>MAKER Sort</i> (p. 7).2. Point out that some of the things in <i>Be a Maker</i> can actually be made. List a couple of them, such as a tower and telescope on the “Physical” side. These are things you can touch. Some things, such as an idea and a friend, belong on the “In the Mind” side.3. Have students go back through the book to add to this chart.4. Extend lesson by actually making some of the items with classroom supplies.	<p>Lesson 4: What is a Maker Space?</p> <ol style="list-style-type: none">1. Explain that science, technology, engineering, arts, and math (STEAM) are a big part of school. They’re also a big part of this book.2. Distribute <i>Maker Space!</i> (p. 8).3. Have students design their own maker spaces.4. Encourage students to problem solve and make one of their own ideas! (See detailed lesson plan on Katey Howes’ website for more explanation)5. Extend by reading additional STEAM books like <i>One a Beam of Light</i> or <i>Ada Byron Lovelace and the Thinking Machine</i>.
<p>Lesson 5: Author’s Crafts—Repetition & Rhyme</p> <ol style="list-style-type: none">1. Distribute <i>Author’s Craft—Repetition</i> (p. 9).2. Answer student questions.3. Extend author’s craft by transferring this skill to students’ own work or discussing other author’s crafts, such as rhyme (p. 10).	<p>Lesson 6: Author’s Craft--Vocabulary</p> <ol style="list-style-type: none">1. Distribute <i>STEAM Vocabulary</i> (p. 11).2. Go over any questions students have.3. Extend by having students explain how the images represent the vocabulary words.
<p>Lesson 7: Writing Using the Copying Strategy</p> <ol style="list-style-type: none">1. Distribute <i>Write Like Katey Howes</i> (p. 12).2. Have students visit Katey Howes’ and Elizabet Vuković’s websites.3. Share <i>Interview with Katey Howes</i> (pp. 13-14). See if she answers any of the student questions from previous lessons.4. Discuss how Howes’ and Vuković’s backgrounds influenced their writing. Relate this to how the students’ experiences shaped their writing.5. Challenge motivated students to write fan fiction (p. 15)!	<p>Lesson 8: Research and Reflect</p> <ol style="list-style-type: none">1. Have students identify one of the images that intrigues them and research the story behind it. They should identify what the creation was and how it made a difference in the world.2. Provide time and guidance for students to complete their research. You may want to limit the scope of items to study and offer pre-selected resources.3. Students should present what they learned with the class.4. Revisit the questions: What can a maker do? What kind of creation would you be proud of? What difference do you want to make in the world?

Reading Response Cards

Why is this book titled *Be A Maker*?

What are some of the things the author suggests you can make?

What are different ways of making things?

Why do you think the story starts out focusing on one character but then adds more as it goes on?

How do Elizabeth Vuković's illustrations add to the story?

What connections can you make with this book?

Does it remind you of something in your own life, another book, or something you've seen?

Which character would you be in the story? Why?

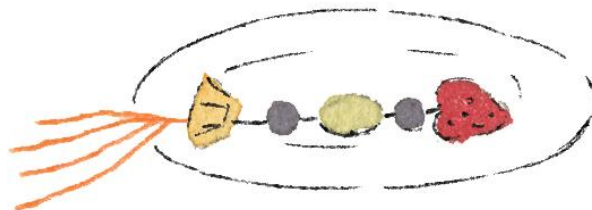
For whom do you think Katey Howes wrote this book?

Why do you think Katey Howes suggests to "Make a snack, and make a spare. Make enough for both to share?"

How do these lines help build a bigger message?

Do you agree with the book's ending? Why or why not?

What role should pride play in what we make?



Reading Response Cards KEY

Why is this book titled *Be A Maker*?

Answers will vary but can include because all the characters are making things. Plus, it's a call to action to get the reader to make things.

What are some of the things the author suggests you can make?

a tower, a mess
a universe inside your head, rhythm, a telescope, a blueprint, your way to play outside, a spaceship, a ride, a map to journey's end, a friend, a snack (and make a spare. Make enough for both to share.), a plan, a sign, lemonade,
Have your neighbors make a line, a gift of what you made, a smile from lemonade,
a pledge to help some more

What are different ways of making things?

Accept all reasonable answers.

Why do you think the story starts out focusing on one character but then adds more as it goes on?

Answers will vary. One possibility includes that an idea can start with one person but can grow to make a large impact.

How do Elizabeth Vuković's illustrations add to the story?

Answers will vary. They include developing the setting, showing a larger cast of characters and cultures than are in the words; images of historic makers like Albert Einstein, Leonardo da Vinci and Mae Jemison; and the materials the main character uses to make things.

What connections can you make with this book?

Does it remind you of something in your own life, another book, or something you've seen?

Compare with other books that make things in creative ways like *Goggles* and *Not a Box*.

Which character would you be in the story? Why?

Accept all reasonable answers.

For whom do you think Katey Howes wrote this book?

Accept all reasonable answers. Compare with *An Interview with Katey Howes* (pp. 13-14).

Why do you think Katey Howes suggests to "Make a snack, and make a spare. Make enough for both to share?"

How do these lines help build a bigger message?

All of this contributes to the community aspect of this book and of making a difference in the larger world.

Do you agree with the book's ending? Why or why not?

What role should pride play in what we make?

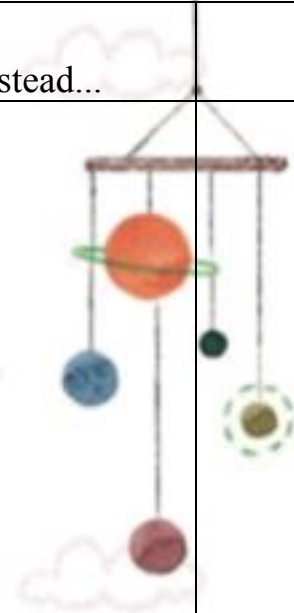
Answers will vary. Accept all reasonable responses.

Name _____

Date _____

MAKER Sort

Directions Draw or list things you can make in the correct column.

Physical “Make a mess, or make, instead...”	In the Mind a universe inside your head”
	

Name _____

Date _____

Maker Space!



A Maker Space is a place for people to actually make things. It can have computers, building blocks, craft supplies, batteries, and more.

Directions Design your own maker space!

Draw the supplies you want. Also draw the storage and where you want your supplies to be.

A large, empty rectangular box with a black border, intended for a student to draw their own maker space, including supplies and storage.

What would you make with these supplies?

Author's Craft: Repetition

Sometimes authors use the same words again and again. This can be to help the reader remember what is important in a story. It can also help give the story a rhythm.

Directions

Read through *Be a Maker* to find different ways Katey Howes repeated *make*.

Fill in the empty boxes.

	Does it help the reader remember what is important? (write yes or no)	Does it give the story rhythm? (write yes or no)
Make a tower...		
Make a mess...		
Make a blueprint...		
Make a plan...		
Can you find more examples of <i>make</i> from the book? If so, write them in the spaces below.		



Why do you think Katey Howes repeated the word *make* in *Be a Maker*?

Author's Craft: Rhyme

Rhyme is when words have the same ending sound.

Katey Howes uses rhyme in *Be a Maker*.



What rhyming words can you find?

Write them in the boxes below.

The first one has been done for you.

Wake	↔	Make
	↔	
	↔	
	↔	

STEAM Vocabulary

Directions Draw a line to connect the vocabulary word with its definition.

- **Telescope**

A plan for building



- **Blueprint**

A lens that allows you to view distant objects



- **Pledge**

Traveling from one place to another



- **Journey**

A promise



CHALLENGE: Find each word in *Be a Maker*.
Write each word in a sentence on the back of this paper.

Write Like Katey Howes!

Two pages next to each other in an open book are called a *spread*.

The lines from one spread in *Be a Maker* are:

Make a snack, and make a spare. Make enough for both to share.



Copy the lines from a favorite spread.

Look at the line. Then, try to write a sentence like it.

An example made from the spread above is:

Pack a snowball, have some fun. Play until the day is done.

Can you write a sentence like Katey Howes?

Try it!

We can learn to write by copying our favorite authors.

An Interview with Author Katey Howes



What inspired you to write this book?

I noticed that the word “make” had a lot of different meanings and uses. I listed as many as I could think of in my notebook. I wanted to write a book that *made* people think about that word – and about their own ability to create.

What do you think makes someone a maker?

I think makers try to create new things or change existing things for the better. You can make a new recipe, a new dance, a new word! Makers embrace possibilities.

Why should people read this book?

People should read this book to remind themselves how powerful and creative and amazing they are!

Who did you write this book for?

I wrote this book for my daughters – and for everyone who likes to make something new.

What do you hope your readers will get out of it?

I hope readers will realize that they are Makers and that their creations are valuable and special.

An Interview with Author Katey Howes, cont.

How do maker spaces work?

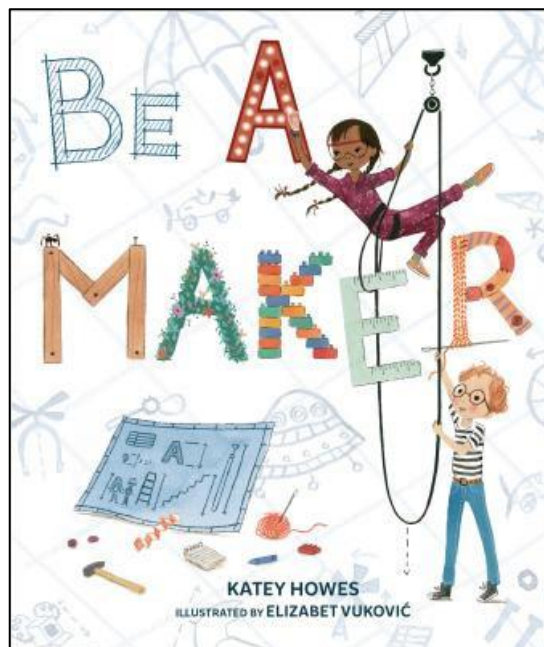
Maker spaces work because your mind is amazing! It doesn't need instructions – just opportunities to explore. Maker spaces give you materials, space, and permission to make mistakes, messes, and discoveries.

What is one question you hope kids will have after they read your book?

I hope kids will ask “What will I make today?”

What is one takeaway you hope all readers will consider after they've read *Be A Maker*?

I hope readers will see that is no one right way to Be A Maker. Everyone has unique talents, interests, and abilities. We all make different things, and all of those things are valuable and special.



Name _____

Date _____

Extending the Book: Fan Fiction

Think about how *Be a Maker* ends.



What do you think happens next?

Illustrate your scene.

A large, empty rectangular box with a black border, intended for the student to draw their scene.

Common Core Matrix

Depending on which activities you choose to complete with your students in each lesson, the following Language Arts Common Core anchor standards can be met. You can always meet additional standards by focusing your lesson objectives.

(Taken from <http://www.corestandards.org/ELA-Literacy/CCRA/R/>)

Common Core State Standard	Read Aloud	Reading Response	Maker Sort	Maker Space	Repetition	Vocabulary	Write Like Katey	Research
READING Key Ideas and Details								
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	X	X	X			X
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	X	X	X		X			
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	X	X	X		X			
READING Craft and Structure								
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.						X		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.					X		X	
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		X					X	
READING Integration of Knowledge and Ideas								
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	X	X	X	X	X	X	X	X

Common Core State Standard	Read Aloud	Reading Response	Maker Sort	Maker Space	Repetition	Vocabulary	Write Like Katey	Research
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		X						
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.								X
READING Range of Reading and Level of Text Complexity								
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.		X						X
WRITING Text Types and Purposes								
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence		X						
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.								X
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.							X	
WRITING Production and Distribution of Writing								
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X						X
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.								X
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.								X

Common Core State Standard	Read Aloud	Reading Response	Maker Sort	Maker Space	Repetition	Vocabulary	Write Like Katey	Research
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.								X
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.								X
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			X		X		X	X
WRITING Range of Writing								
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.							X	X
SPEAKING AND LISTENING Comprehension and Collaboration								
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X	X						X
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.								X
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	X	X						
SPEAKING AND LISTENING Presentation of Knowledge and Ideas								
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	X	X	X	X				
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.							X	X

Common Core State Standard	Read Aloud	Reading Response	Maker Sort	Maker Space	Repetition	Vocabulary	Write Like Katey	Research
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	X	X						X
LANGUAGE Conventions of Standard English								
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X	X	X	X
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						X	X	X
LANGUAGE Knowledge of Language								
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X	X	X	X	X	X	X	X
LANGUAGE Vocabulary Acquisition and Use								
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						X		
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.								
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	X	X	X	X	X	X	X	X

