

Reading Roundup

Elmore

Written and Illustrated by
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Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share Elmore, written and illustrated by Holly Hobbie.

Before Reading

- *In this book, the author uses animal characters to help us understand what it's like to not feel loved. – P - Elmore, the main character, is a porcupine. What do we know about porcupines? I wonder what might make it hard for Elmore to make friends?* (Porcupines have needles, called quills, on their backs. The quills are used to keep them safe from other animals who might want to hurt the porcupine. The other animals are probably afraid that if they get close the porcupine will stick them.)
- *Let's read together to see how Elmore solves the problem of not feeling loved.*

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 7

- **Pages 6-7** *I'm noticing how the author helps us understand the meaning of words by using other words around it. “Elmore was solitary – he lived alone.” – P – Using these words as a clue, what might “solitary” mean.* (Solitary means being alone and solitude is a form of the same word. Being alone can be boring.) Continue reading through page 9.

- **Page 8-9 - T/T-** *Think about what we know about Elmore. Turn and talk to your partner about what you know about Elmore.* (Elmore has always had trouble making friends. He is loved by his mother. He can't help it when his quills stick the other animals. He is lonely and doesn't have friends. He doesn't know how to make friends.) Continue reading through page 21.

- **Page 20-21** *Elmore is thinking about not having friends because of his quills. The author writes, “Then, as he looked at the many quills scattered about his cozy dwelling, he had an idea.” – P – Do the words and illustration help you know what “scattered” means? How about the word “dwelling”? Re-read the text on the page if needed. (Yes, the illustration helps a lot because the quills are all over [scattered] the floor, and Elmore is in his living room [dwelling].*

- Continue reading the rest of the story making sure students have time to “read” the illustrations.

After Reading

- **Pages 28-29** *Let's take a long look at this illustration of Elmore and his new friends. – T/T – Do you see the skunk hugging Elmore? Turn and talk to your partner about what the illustrator is trying to tell us here?* (It's hard for a skunk to make friends because it's so stinky. Elmore is willing to be friends with a skunk although he might be hard to be around sometimes.) *Notice the porcupine hiding behind the tree. Turn and talk to your partner about what he might be thinking or saying to himself.* (The other porcupine has trouble making friends, too. He might be thankful to Elmore for showing the other animals that porcupines can be lovable.)

Remember, it's not always easy to make friends. Sometimes, we live in solitude and feel lonely. It's up to us to show people we are loveable and friendly. What can you do today to show someone you can be a good friend?

Vocabulary*

Discouraged – upset p. 11

Quills – sharp “needles” on a porcupine's body p. 12

Cluster – small group p. 23

Posted, Tacked – put up p. 9, 24, 31

Tuckered out – really tired p. 29

*Elmore is vocabulary heavy. Focus on words that are essential for comprehension.

■ Use your judgment about which words to define and explain.



**WORD
WAGON**

