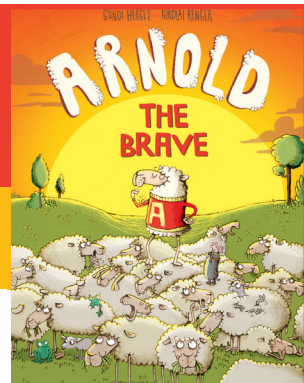


ARNOLD THE BRAVE

by Gundi Herget; illustrated by Nikolai Renger



Common Core Teaching Guide

ABOUT THE BOOK

Meet Arnold the Brave—a Super Sheep!

Most sheep spend their days grazing in green meadows. But Arnold is *not* like most sheep. He runs. He boxes. He does push-ups and pull-ups. While other sheep find his antics humorous, Arnold knows that a Super Sheep must stay conditioned and in shape, as you never know where danger lurks! One day Arnold is put to the test. And all the sheep will come to realize how Super he really is (with just a little help from his best friend Milo the mole) when a wolf invades their meadow . . .

INTRODUCTION

Dear Teacher,

So many of your students long to be superheroes, each in his or her own way, whether modeled on those in books, movies, games, or their own imaginations. No doubt, then, that they will identify with Arnold the sheep, in all his earnest efforts to become a sheep superhero. He may not have all of the skills that he needs but he has a will as strong as iron. Furthermore, he has a wise and willing best friend, Milo the mole, who with quiet modesty and dedication works to allow Arnold to realize his dream of defeating the flock-threatening wolf and claiming his superhero cape. *Arnold the Brave* will afford you

plenty of opportunities to meet *Common Core Reading Literature, Reading Informational Text, Speaking and Listening, and Writing Standards.*

In addition, if time allows, you'll find a suggestion to involve your students in a visual art project that will bring to life their own superhero aspirations and a physical fitness activity that will keep them strong.



Reading Literature and Writing Standards

READING LITERATURE STANDARD 6

- RL K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL 1.6** Identify who is telling the story at various points in a text.
- RL 2.6** Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.

EVERYONE HAS A JOB

KINDERGARTEN:

Share the biographies of the author, Gundi Herget, and the illustrator, Nikolai Renger, at the end of this guide or from the flap copy of *Arnold the Brave*. Ask Kindergartners to explain the different roles that each of these two book creators played in bringing Arnold and the entire cast of this picture book to life. Then ask:

- *What special skills might Gundi need in order to do her job well?*
- *What special skills might Nikolai need in order to do his job well?*
- *Of the two jobs, which would you prefer, or would you prefer to have both?*

EVERYONE HAS A STORY TO TELL

GRADE ONE AND GRADE TWO:

Ask students:

- *Who is telling the story of Arnold the Brave?*

If you have previously discussed point of view, they will know that it is not any of the story characters telling the story. Launch into a discussion of the role of a third person narrator in this story.

Then note that Arnold is always the point of view character except when the other sheep in his flock are speaking. Stage some readings in which the other sheep speak (or make sounds) and Arnold speaks. Discuss the ways that stories are generally different from plays, but that in these scenes the dialogue of the other sheep is written differently on the page, without dialogue tags.



WRITING STANDARD 3

- W 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W 2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

EVERYONE HAS A ROLE TO PLAY

GRADE ONE AND GRADE TWO:

After completing the **Everyone Has a Story To Tell** activity, invite students to transform the second double-page spread, the fourth double-page spread, and the fifth double-page spread into the text of three dramatic scenes from a play.

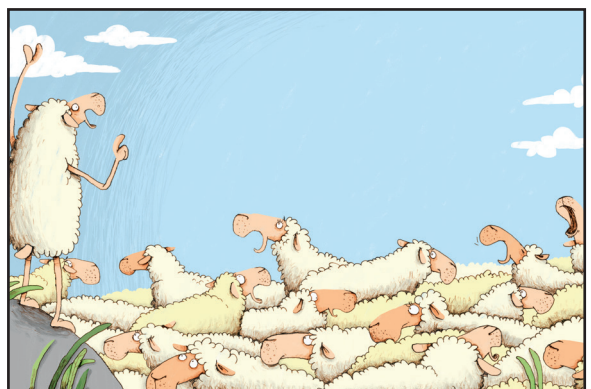
For example:

Arnold: *I am not like any old sheep!*

Mary: *I think he's gone off the deep end.*

Carl: *Oh, Arnold.*

Notice that all narration disappears. However, some of the narrative content may be rendered as spoken lines (such as Arnold saying, "I am not like any old sheep!" above). Depending on the developmental level of your students, you may do this activity as a full class project, in small groups, in pairs, or individually.



READING LITERATURE STANDARD 9

- RL K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL 1.9** Compare and contrast the adventures and experiences of characters in stories.
- RL 2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

WRITING STANDARD 1

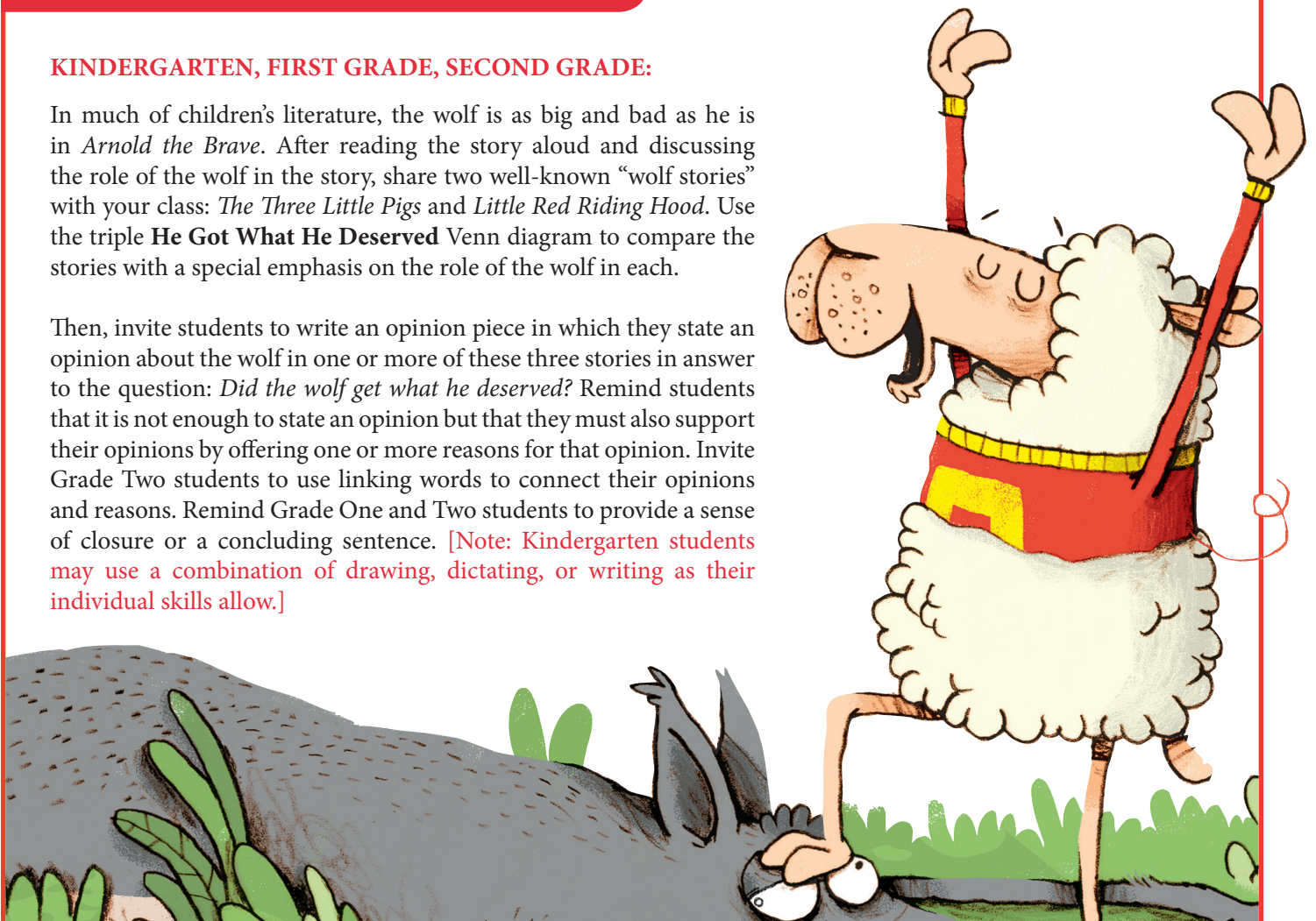
- W K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- W 1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W 2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

HE GOT WHAT HE DESERVED

KINDERGARTEN, FIRST GRADE, SECOND GRADE:

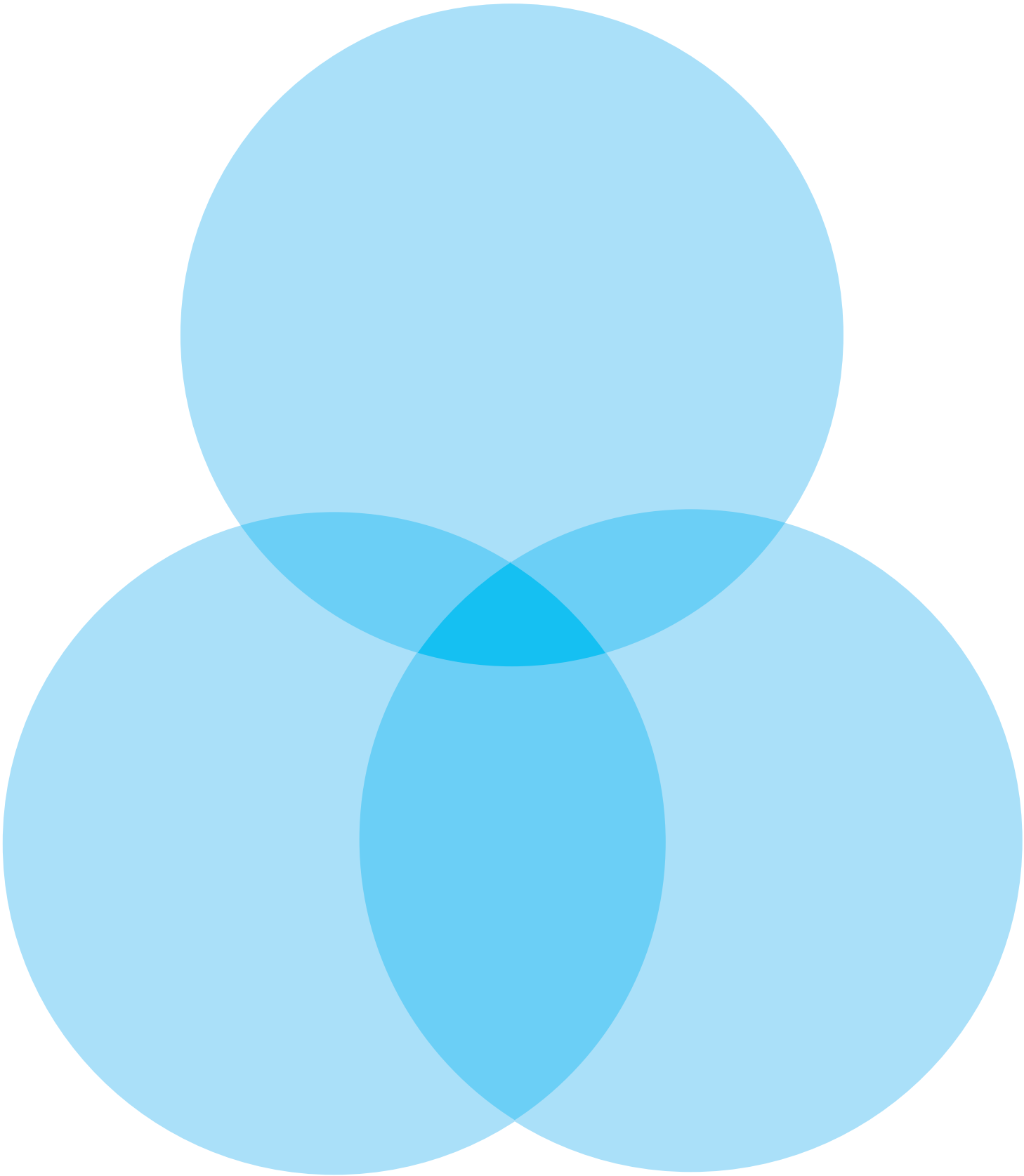
In much of children’s literature, the wolf is as big and bad as he is in *Arnold the Brave*. After reading the story aloud and discussing the role of the wolf in the story, share two well-known “wolf stories” with your class: *The Three Little Pigs* and *Little Red Riding Hood*. Use the triple **He Got What He Deserved** Venn diagram to compare the stories with a special emphasis on the role of the wolf in each.

Then, invite students to write an opinion piece in which they state an opinion about the wolf in one or more of these three stories in answer to the question: *Did the wolf get what he deserved?* Remind students that it is not enough to state an opinion but that they must also support their opinions by offering one or more reasons for that opinion. Invite Grade Two students to use linking words to connect their opinions and reasons. Remind Grade One and Two students to provide a sense of closure or a concluding sentence. [Note: Kindergarten students may use a combination of drawing, dictating, or writing as their individual skills allow.]



HE GOT WHAT HE DESERVED

Arnold the Brave



The Three Little Pigs

Little Red Riding Hood

Reading Literature Standards

READING LITERATURE STANDARD 7

- RL K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL 1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

A FRIEND INDEED

KINDERGARTEN, GRADE ONE, GRADE TWO:

One of the most delightful characters in *Arnold the Brave* is Arnold's best friend Milo the mole. While he's often a behind-the-scenes character in the text, observant readers who study the illustrations will understand the essential role he plays in Arnold's success. On the first read-aloud, do not call particular attention to Milo. Allow students to make their own observations. However, on the second reading, ask them to notice the first time Milo appears and ask why he is introduced at that spot. Then request that they notice each subsequent time he appears in the illustrations. On each page, ask:

- *Do you see Milo in this illustration?*
- *If so, what is he doing?*
- *What does Milo say if he says anything?*
- *Could Arnold accomplish what he does in this illustration WITHOUT Milo's help?*

Finally, discuss the role that Milo plays in the book even though the specific things he does are primarily visible only in the illustrations.



Writing Standards

WRITING STANDARD 3

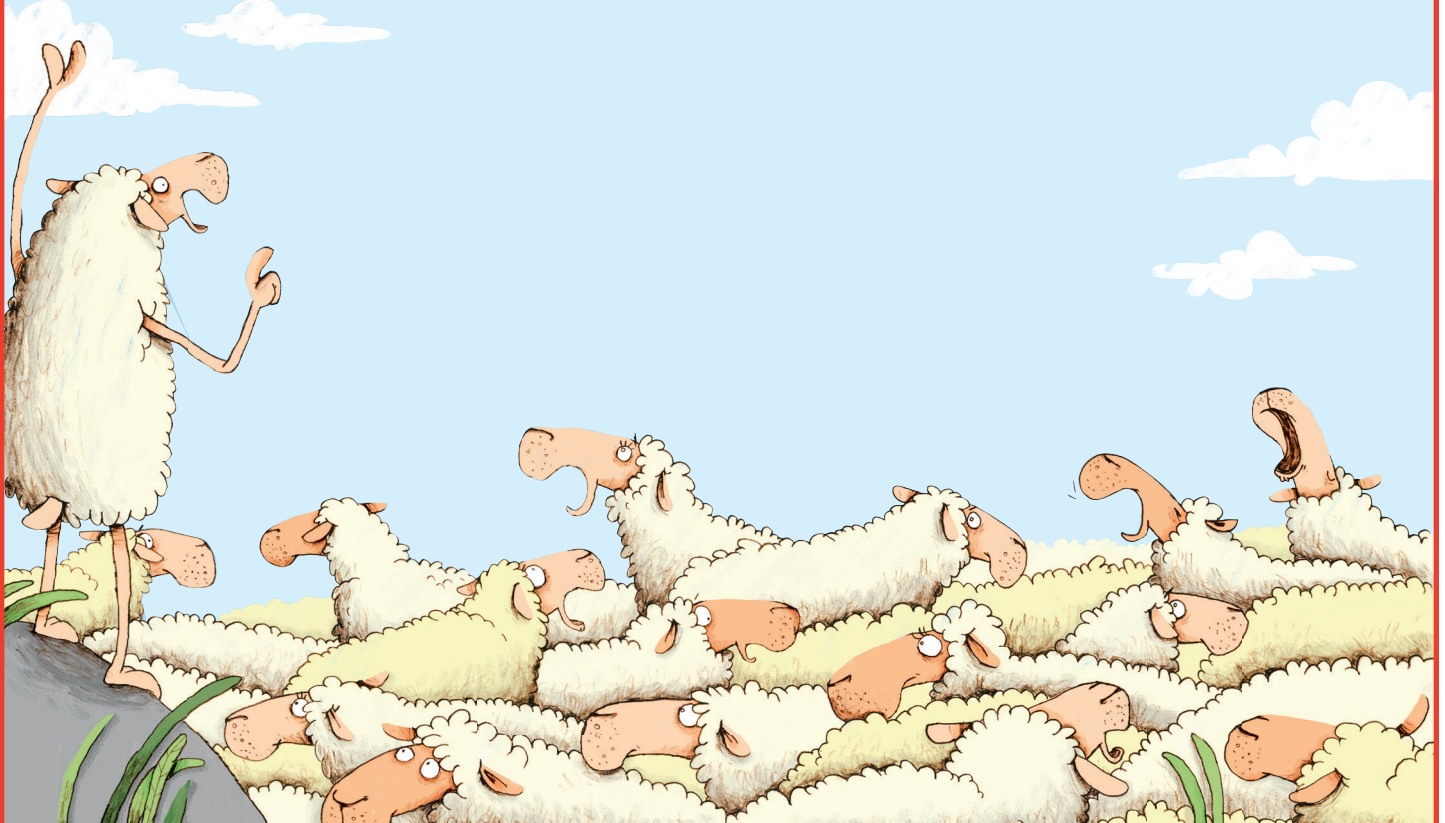
- W K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W 2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

THERE'S ANOTHER WAY TO LOOK AT IT

KINDERGARTEN, GRADE ONE, GRADE TWO:

After reading and discussing *Arnold the Brave*, and determining that Arnold is the point of view character from whose perspective we see all of the story events unfold, invite students to study the other sheep in the flock. Now ask them to choose one that they think might make an excellent alternate point of view character. Invite students to name him or her and then rewrite the entire story from the point of view of that sheep. Direct them to be faithful to the events of the story but to change the TONE of the narrative to match the attitude and imagined personality of the sheep they have chosen as their point of view character.

Depending on the developmental abilities of the writers in your class, decide to pursue this activity as a full class project, in assigned small groups or pairs, or as an individual pursuit.



Speaking and Listening Standards

SPEAKING AND LISTENING STANDARD 4

- SL K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
- SL 1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

LET ME TELL YOU A STORY

KINDERGARTEN, GRADE ONE, GRADE TWO:

Stage a production of *Arnold the Brave*, using the text of the book as your script. You will require:

- Narrator
 - Arnold
 - Milo
 - Wolf
 - Many Sheep
-
- The **Narrator** should be your most able reader or yourself.
 - **Arnold** should also be a somewhat able reader.
 - All other characters, including **Milo** and the **Wolf**, will be able to memorize their few lines if they are unable to read them. [Note: *Many of the sheep will be silent.*]

Student engagement will be high if you ensure that each student has a character cut-out crown made by copying the crowns in this guide for each student. Punch out the holes where indicated and use elastic or string to make them wearable.

LET ME TELL YOU A STORY

ARNOLD



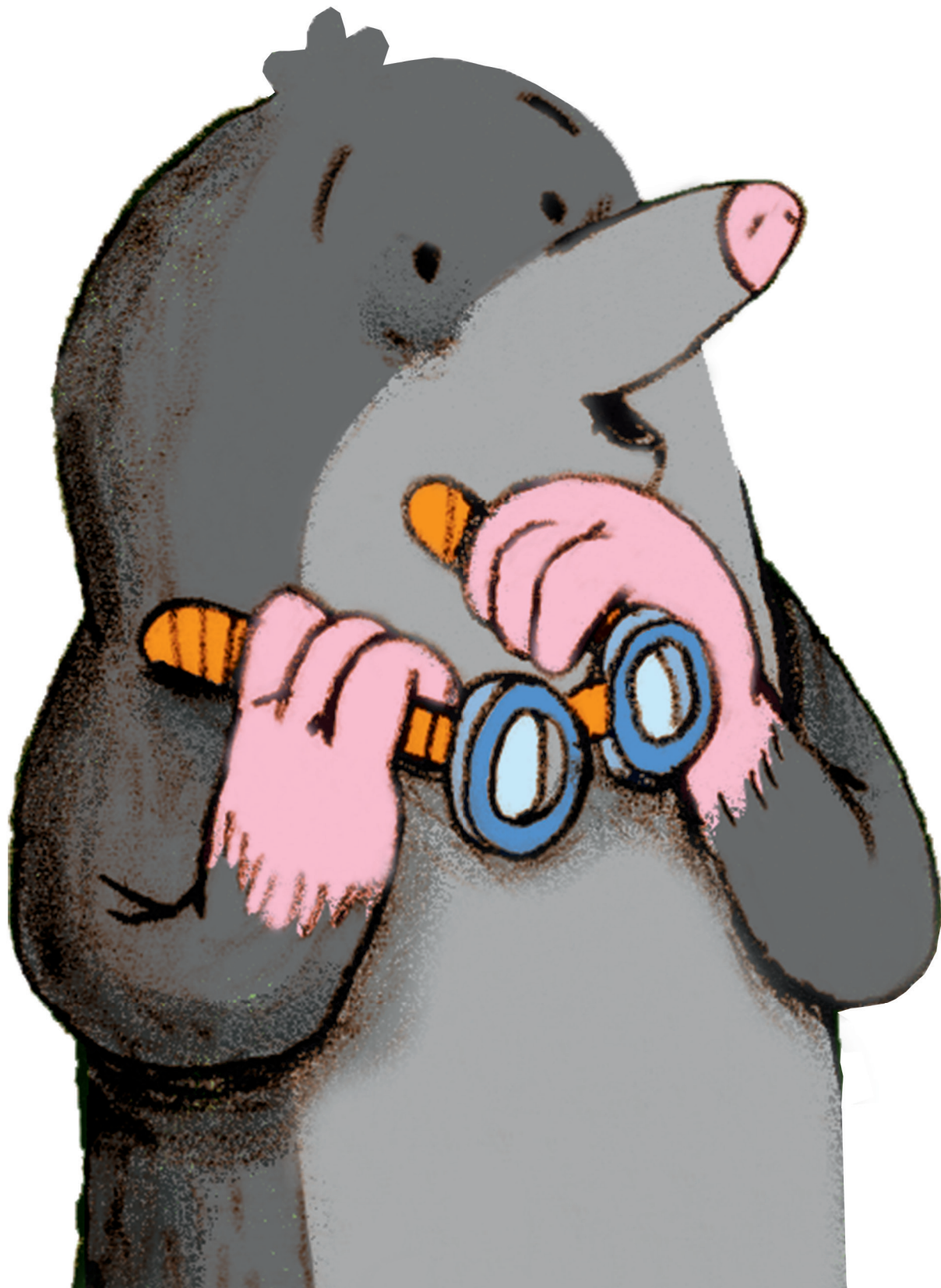
LET ME TELL YOU A STORY

WOLF



LET ME TELL YOU A STORY

MILO



LET ME TELL YOU A STORY

ANOTHER SHEEP



ART EXTENSION ACTIVITY

SUPER ME!

Superheroes, whether sheep or human, are all the rage these days. If time allows, invite your students to create their own superhero identity, completely unlike any television, comic, or movie character. In fact, their character should have their own name: “XXX the Brave.” Ask them to describe what deed(s) they might have accomplished in this identity to make their classmates safer during some school activity or in some school location. Then after significant discussion and refinement of their ideas, invite them to create illustrations of themselves as this character, using the frame provided in this guide. If you have a volunteer who could help, you might want to supply each child with a separate small red paper or fabric cape to adorn their character in the frame!

HEALTH EXTENSION ACTIVITY

STAYING STRONG

Arnold is dedicated to keeping his body fit and strong in preparation for the day on which he may need to protect his fellow flock members. If time allows, schedule a time in a large open space such as the gym or outdoor play yard to engage your students in some of Arnold’s favorite activities: running, squats, push-ups, and pull-ups. If the gym teacher is available, he or she may enjoy participating!



SUPER ME!

(NAME)



ABOUT THE AUTHOR AND ILLUSTRATOR



GUNDI HERGET, born in 1970, studied at Ludwig-Maximilian-University in Munich, Germany, as well as at the University in Pisa, Italy. Since then she has worked as an editor for several publishers. She loves playing drums and traveling—especially to sheep-filled meadows.



NIKOLAI RENGER was born in Karlsruhe, Germany, and studied Visual Communication at the University of Pforzheim—Faculty of Design in Pforzheim. He works as an illustrator for different publishing houses and agencies and since 2013 has worked at the Atelier Remise in Karlsruhe.

www.peterpauper.com

Illustrations by Nikolai Renger

