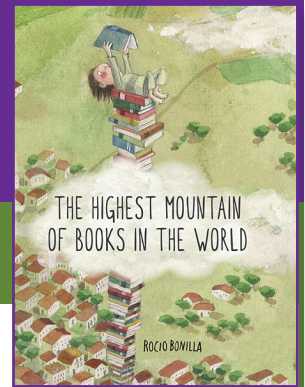


# The Highest Mountain of Books in the World

by Rocio Bonilla

## Common Core Teaching Guide



### ABOUT THE BOOK

*Lucas was convinced he was born to fly.*

He spent hours watching birds and airplanes in flight and tried to design his own sets of wings—many times. But each time they failed. He wrote letters to Santa, pleading for help, but was disappointed with the toy wings and capes he received.

Then one day something magical happened, without him even knowing it. His mother put a book in his hands—and Lucas began to fly. And fly. And fly. But how can a *book* make you fly?

### INTRODUCTION

Dear Teacher,

From his baby carriage days, Lucas is single-minded in his desire to FLY. He observes. He plots. He plans. He tries. But nothing works quite as he thinks it should. Even Santa, with all his magic, isn't able to help. However, in true maternal fashion, Lucas' mother finds a way to help him accomplish his goal through other means, for she knows that books can take Lucas anywhere. And once Lucas gets started reading, there's no end to his flights.

*The Highest Mountain of Books in the World* will offer your students a chance to discuss their own personal dreams as well as the role of books and story in their lives. This magical picture book will also afford opportunities for you and your students to tackle Common Core Reading Literature, Reading Informational Text, Speaking and Listening, and Writing standards.

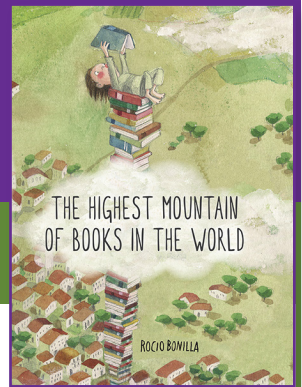
And if you and your students have a little extra time, you can use the book as a springboard for a reflective art activity that you can turn into a bulletin board display.



This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., author, educational consultant, and school librarian. [www.tonibuzzeo.com](http://www.tonibuzzeo.com)

# The Highest Mountain of Books in the World

by Rocio Bonilla



## Common Core Teaching Guide

### READING LITERATURE STANDARDS

**Note:** If you plan to work with Reading Literature Standard 7, read the **Who Flies?** activity (in the following pages) **BEFORE** sharing the book aloud with your students.

#### Reading Literature Standard 9

**RL K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

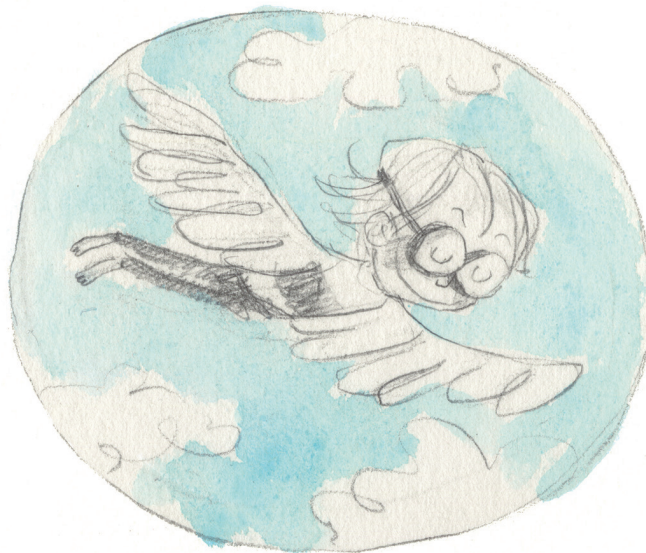
**RL 1.9** Compare and contrast the adventures and experiences of characters in stories.

### WE CAN FLY!

**Kindergarten and Grade One:** After reading and discussing *The Highest Mountain of Books in the World*, share and discuss *Ursa's Light* by Deborah Marcero. Ask students:

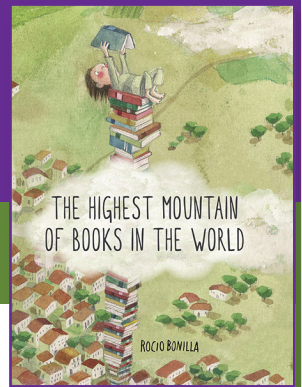
- In what ways are Lucas and Ursa similar? In what ways are they different?
- How does each character try, in practical ways, to learn to fly?
- How does each character deal with failure?
- What role do Lucas' little sister and Ursa's little brother play in the two stories? Is that role similar or different?

- Do other characters in either story have a role to play? What is it?
- What finally allows Lucas to achieve his dream? Is it the solution he imagined?
- What finally allows Ursa to achieve her dream? Is it the solution she imagined?
- Are there ways the final events of the two stories are alike? How are they different?



# The Highest Mountain of Books in the World

by Rocio Bonilla



## Common Core Teaching Guide

### READING LITERATURE AND SPEAKING AND LISTENING STANDARDS

#### Reading Literature Standard 1

**RL K.1** With prompting and support, ask and answer questions about key details in a text.

**RL 1.1** Ask and answer questions about key details in a text.

**RL 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

#### Speaking and Listening Standard 2

**SL K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

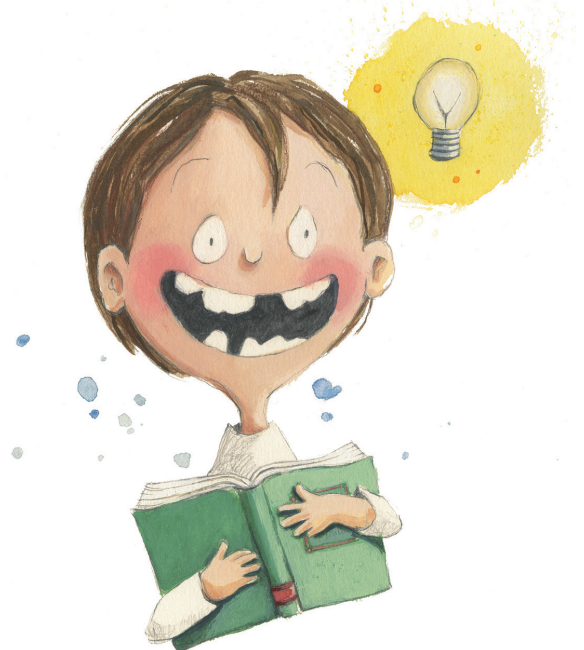
**SL 1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL 2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

## LUCAS' DREAM

**Kindergarten, Grade One, Grade Two:** After reading *The Highest Mountain of Books in the World* aloud, challenge students to answer the following questions about key details in the text:

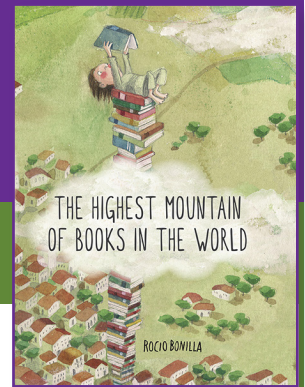
- **Who** is the character with a challenge/dream in this story?
- **What** is his challenge/dream?
- **Why** does Lucas want to fly? Was he born with that dream?
- **How** do you think Lucas's sister feels about his dream of flying?
- **Who** is the one other person who believes in Lucas' dream?
- **Where** does the story take place? Name each of the settings as Lucas follows his dream.
- **When** is Lucas most discouraged?
- **Who** helps Lucas overcome his discouragement?
- **How** does she do it?



# The Highest Mountain of Books in the World

by Rocio Bonilla

## Common Core Teaching Guide



### 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.

### Speaking and Listening Standard 4

**SL K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**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.

## WHO FLIES?

**Kindergarten, Grade One, Grade Two:** BEFORE reading *The Highest Mountain of Books in the World* aloud to students, share and discuss the endpapers. Ask students:

- *What do you see on the endpapers?*
- *What do you think author/illustrator Rocio Bonilla may be trying to tell you about the story?*

Next, share and discuss all of the elements in the first double-page illustration looking for common traits.

Ask students:

- *Aside from Lucas in the carriage and his mother on the bench, what specific things do you notice in this illustration? List them.*
- *Do any of them have anything in common with the birds on the endpapers?*
- *Does the text help you to find details in the illustration about flying?*

Then, examine the second double-page illustration and discuss its similarity to the endpapers. Ask students:

- *In what way is the second illustration like the endpapers?*
- *What details does it add that help you to understand the story?*

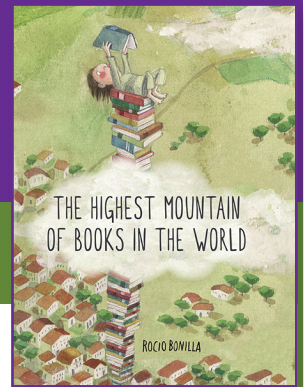
Finally, share the third double-page illustration. Ask students:

- *How does the third illustration help you to understand Lucas and his dream?*
- *What kind of person is he? How do you know?*
- *Do you think that Lucas is likely to accomplish his dream? Why or why not?*



# The Highest Mountain of Books in the World

by Rocio Bonilla



## Common Core Teaching Guide

### READING LITERATURE, READING INFORMATIONAL TEXT, AND WRITING STANDARDS

#### Reading Literature Standard 5

RL K.5 Recognize common types of texts (e.g., storybooks, poems).

RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

#### Reading Informational Text Standard 8

RI K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI 1.8 Identify the reasons an author gives to support points in a text.

RI 2.8 Describe how reasons support specific points the author makes in a text.

#### Writing Standard 7

W K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W 1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W 2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

## FLYING HEROES

**Kindergarten, Grade One, Grade Two:** Provide a selection of developmentally appropriate informational books from the library about the Wright Brothers for browsing and sharing. Ask the class to choose one book they are most interested in hearing and read it aloud. Then, ask:

- *What makes the Wright Brothers book a different type of book from The Highest Mountain of Books in the World? How do you know?*

- *Is Lucas a real person? Were the Wright Brothers real people?*
- *Even though Lucas is a fictional character and the Wright Brothers were real people, in what ways were they the same? In what ways were they different?*
- *What did both Lucas and the Wright Brothers hope to accomplish?*
- *Were they successful?*

## FLY IN THE SKY; FLY IN YOUR MIND

**Kindergarten, Grade One, Grade Two:** After reading and thoroughly discussing an age-appropriate picture book biography of the Wright Brothers with the class, challenge them to compare the Wright Brothers with the main character of Lucas in *The Highest Mountain of Books in the World* using the *Fly in the Sky; Fly in Your Mind* graphic organizer. Depending on the grade and developmental level of students, you may wish to assign this as an individual, paired, group, or whole class project.

# FLY IN THE SKY

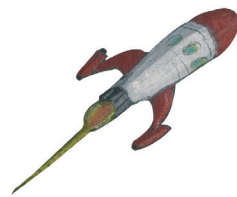


## THE WRIGHT BROTHERS



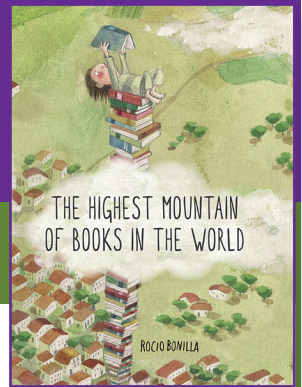
# FLY IN YOUR MIND

## LUCAS



# The Highest Mountain of Books in the World

by Rocio Bonilla



## Common Core Teaching Guide

### WRITING STANDARDS

#### 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.

### DEAR SANTA

**Kindergarten, Grade One, Grade Two:** After reading and discussing *The Highest Mountain of Books in the World*, ask students in what ways they think Lucas might have tried to convince Santa Claus that he ought to bring him wings that could really fly. Invite them to consider how Lucas might have argued for his need for high-performing wings, including a list of the many attempts he has made on his own to fly. Then, invite students, individually, in pairs, or as a whole class group, to write a persuasive letter like they think Lucas wrote, on the **Dear Santa** sheet, ending with the sentence from the book: "Pretty, pretty please bring me wings that can really fly." **Note:** Kindergartners should be allowed to draw, dictate, and/or write according to their developmental abilities.



Dear Santa,

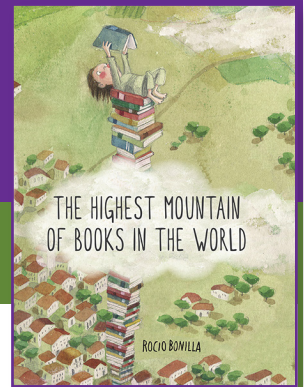
Pretty, pretty please bring me wings  
that can really fly.

Signed,



# The Highest Mountain of Books in the World

by Rocio Bonilla



## Common Core Teaching Guide

### WRITING AND SPEAKING AND LISTENING 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.

#### Speaking and Listening Standard 4

**SL K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**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.

### WE ALL HAVE DREAMS

**Kindergarten, Grade One, Grade Two:** Ask each child to recount to the group a time he or she wanted to do something very difficult—maybe even impossible—as Lucas does. Encourage them to include as many details as possible.

**Ask:**

- *What did you want to do?*
- *Where were you when you first thought of the idea or dream?*
- *Where were you when you tried to reach your dream the first time?*

- *What happened when you tried? Did you succeed or fail?*
- *If you tried other times, where were you then?*
- *Did you succeed any of the other times you tried or have you not succeeded yet?*

Then ask children individually to write or dictate narratives in which they describe their experiences. Instruct them to narrate the key events in their stories in the order in which they occurred and to use language that communicates their personal reactions to what happened.

### ART EXTENSION ACTIVITY

**I Had a Dream in Pictures!** If time allows, after completing the **We All Have Dreams** writing activity above, allow students to illustrate their dreams on the **I Had a Dream in Pictures!** sheet. Begin by asking them to decide whether their illustration will feature them trying, failing, or succeeding, being sure to remind them that all of these stages of achieving a dream are worthwhile and necessary steps.

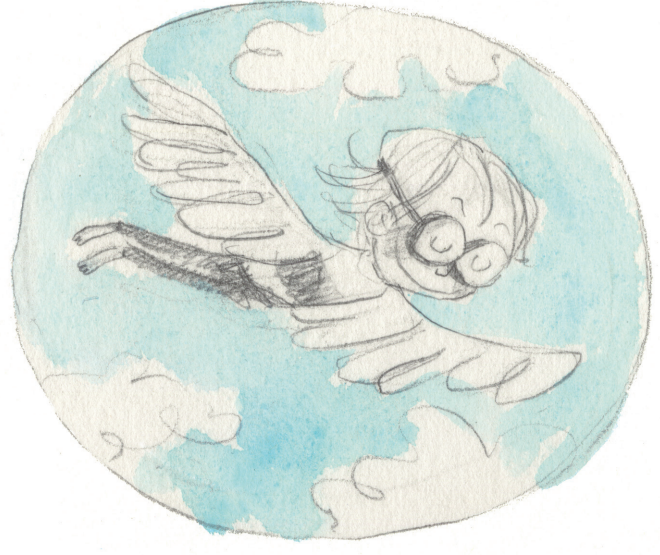
Use student illustrations as well as the bulletin board decorations included in this guide to create a *Dreams* bulletin board.

I HAD A DREAM IN PICTURES!



I Had a Dream

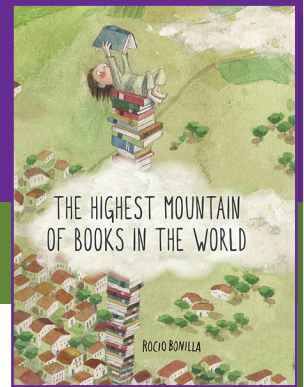
in Pictures!



# The Highest Mountain of Books in the World

by Rocio Bonilla

## Common Core Teaching Guide



### About the Author and Illustrator



**Rocio Bonilla** was born in Barcelona, Spain, and received her Bachelor of Fine Arts degree from the University of Barcelona. She has worked as a photographer, painter, and teacher, and now spends most of her time illustrating books and painting children's murals. As a mother of three, she is continually fascinated by the unique and extraordinary universes that children create, as well as their enormous willingness and generosity to share them with others.

