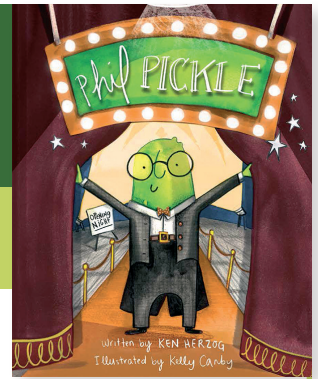


# Phil PICKLE

by Kenny Herzog • illustrated by Kelly Canby

## Common Core Teaching Guide



### ABOUT THE BOOK



### Phil Pickle lived in a pickle jar . . .

. . . and was meant to share the same fate as all the other pickles he lived with—next to burgers and fries on a plate.

But Phil Pickle is like no other pickle you've ever seen. He has big dreams and big-time aspirations of becoming an actor.

So what if you've never seen a pickle actor? You're about to. And get ready because Phil Pickle . . . is the next big dill.

### INTRODUCTION

Dear Teacher,

No doubt you have students in your class who are pickle-lovers. You may even be one yourself! All the more reason for you and your students to meet Phil Pickle. He is the model of determination and resolve—and a breaker of every mold. After all, who'd even consider that a pickle's desires run deeper than the condiment aisle shelves are stacked?

Phil has big dreams of launching an acting career, proving that our dreams are limited only by our capacity to believe. Enlist your students to join you on a silly and satisfying journey from the grocery store to the casting studio all the while meeting Common Core Reading Literature, Writing, and Speaking and Listening standards.

And if time allows, consider a Best Pickle campaign and a pickle tasting party!



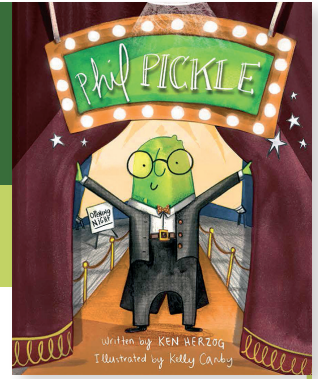
This guide was prepared by Toni Buzzeo, M.A., M.L.I.S., author, educational consultant, and school librarian. [www.tonibuzzeo.com](http://www.tonibuzzeo.com)

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### READING LITERATURE AND SPEAKING AND LISTENING STANDARDS



#### Reading Literature Standard 2

**RL K.2** With prompting and support, retell familiar stories, including key details.

**RL 1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL 2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

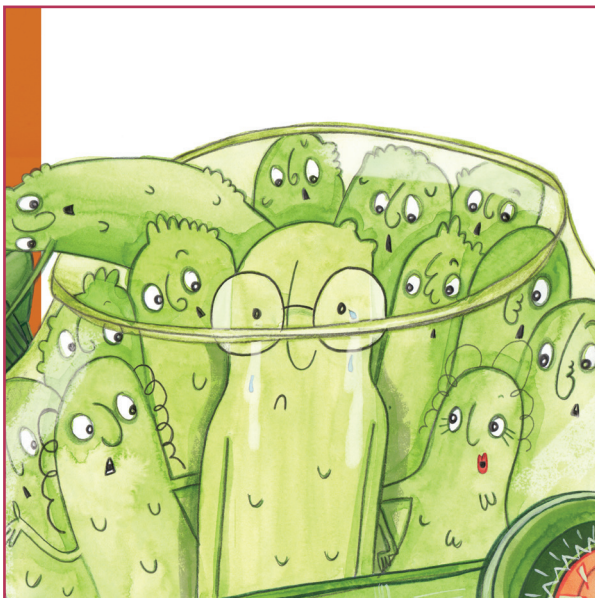
#### Speaking and Listening Standard 2

**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.

### WHAT PHIL LEARNED



#### Kindergarten, Grade One, Grade Two:

Read *Phil Pickle* aloud to your students, asking them to think about the key details of the story as you read. When you have finished reading, ask:

- *What is Phil Pickle like?*
- *How is he different from the other pickles?*
- *How do the other pickles respond to Phil?*
- *How does Phil set about making his dream come true?*
- *How does Phil feel when he goes on his first acting audition?*
- *How well does Phil perform during the audition?*
- *How does he feel when he leaves the audition?*
- *How does he feel when he gets the part?*
- *In what way did Phil become an inspiration to the other pickles?*

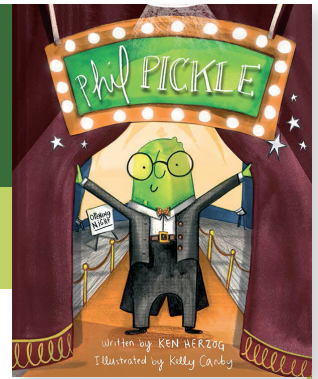
**Grade One and Grade Two:** Re-read the final two pages of the book. Ask students to determine the central message or lesson of the story. If time allows, follow up with the Art Extension Activity entitled **Pickle Power**.



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### ART EXTENSION ACTIVITY

#### PICKLE POWER

After completing the **What Phil Learned** reading literature activity, invite students to think of another pickle, like Phil and Helen, who has his or her own aspirations to become more than a sandwich condiment.

Ask:

- *What is your pickle's name?*
- *What dream does he or she want to achieve?*

Invite them to illustrate their pickle on the accompanying **Pickle Power** sheet.



# PICKLE POWER

Name: \_\_\_\_\_

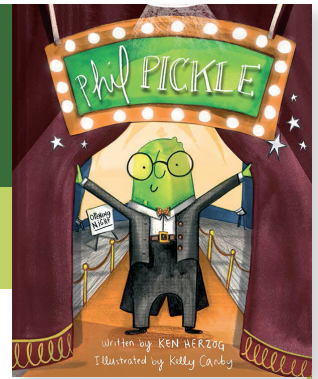




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### Reading Literature Standard 6

**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 by speaking in a different voice for each character when reading dialogue aloud.

### CREATIVE PARTNERS

**Kindergarten:** After reading *Phil Pickle* aloud, return to the cover of the book and the title page. Read the name of the author—Kenny Herzog—and the name of the illustrator—Kelly Canby. Ask students how Kenny’s job is different from Kelly’s job. Invite them to consider whose work comes first and why. Challenge them to consider how they might have illustrated the book differently if they were assigned the illustration job.

### IT'S MY STORY

**Grade One:** Read the first four pages aloud and ask: *Who is telling the story on each of these pages in the book?* (Listen for: the narrator or Kenny Herzog.) Then ask: *What if the story were told, instead, from Phil’s point of view? How would it change? What would happen to the lines of dialogue that Phil is currently speaking?*

### AS I WAS SAYING ...

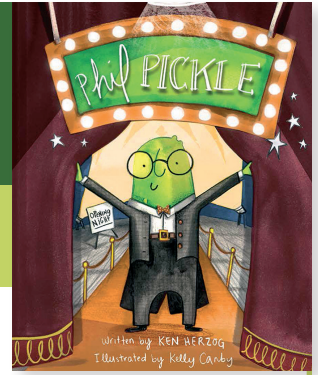
**Grade Two:** After reading *Phil Pickle* aloud, remind students that even though the entire story is told by a third person narrator, there are many lines of dialogue delivered by a variety of characters, pickles and humans alike. Assign students reading parts for these different characters and invite them to speak in distinctive voices to differentiate each character.



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### 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.

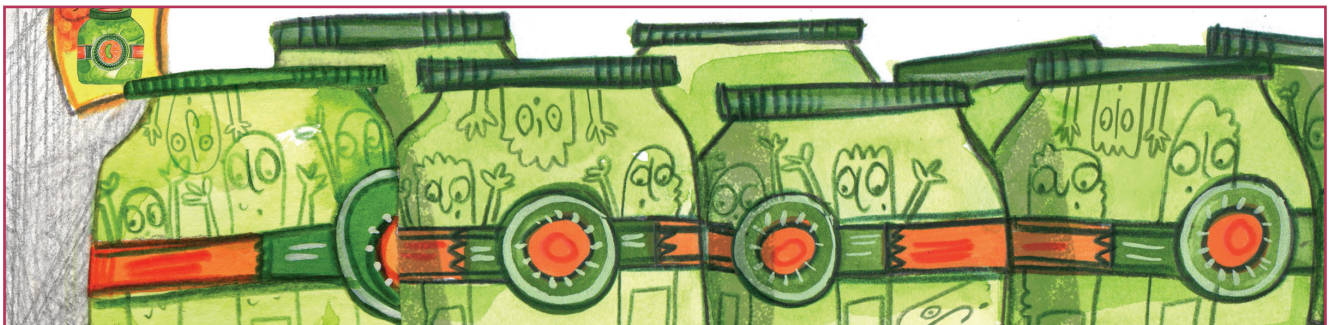
**SL 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

## PEOPLE, PLACES, AND EVENTS IN WORDS AND PICTURES

**Kindergarten, Grade One, Grade Two:** After reading *Phil Pickle* aloud, examine Characters, Settings, and Events separately with the whole class (**Kindergarten**) or divide students into three groups, one each for Characters, Setting, and Events (**Grade One and Two**). Challenge the class or the individual groups to look carefully at the story for a second time, concentrating on a specific story element. Ask them to examine the illustrations that pertain to that story element and discuss how Kelly Canby's drawings help them to understand the characters/settings/events more clearly.

Ask: *What details do you learn from the illustrations alone? What details do you learn exclusively from the text?*

Now ask students to choose one scene from the book and supply them with only the text from that scene. Instruct them, using their own talents and imaginations—and without consulting Kelly Canby's illustration of the scenes chosen—to create an original illustration of the scene using the **People, Places, and Events** worksheet (on the following page). Encourage students to share their illustrations with the class, recounting the ideas and feelings in the scene they were trying to convey.



# PEOPLE, PLACES, AND EVENTS

Text from *Phil Pickle*: \_\_\_\_\_

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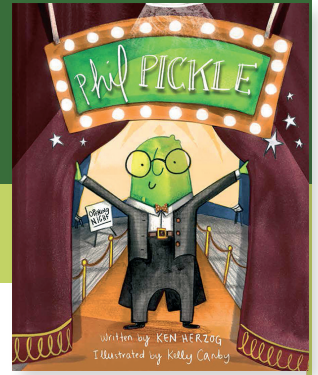
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### WRITING STANDARDS

#### 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.

### PICKLE TASTING FAVORITES

**Kindergarten, Grade One, Grade Two:** If time allows, make this activity even more fun by introducing it with an actual pickle-tasting event. Bring in as many types of pickles as you can, from homemade to store-bought. Offer small bite-size pieces on toothpicks and laid out on numbered paper plates. Require each student to taste at least three different pickles, more if desired, and record their rated responses on the **Pickle Tasting Favorites** sheet (on the following page). Then proceed to the following activity.

If, however, time is short, begin by simply discussing the various types of pickles and asking students to name some of their favorites. You might find a few children who dislike all pickles, another viable option for this writing activity. Invite students to write an opinion piece about pickles. For those who like this condiment, invite them to write an opinion piece stating their favorite type of pickle and supplying one or more reasons for this opinion. Likewise, for those who dislike pickles, ask them to write an opinion piece in which they state their reasons for disliking them. Ask **Grade Two** students to supply linking words and both **Grade One and Grade Two** students to supply a concluding sentence. (Note: **Kindergartners** may use a combination of writing, drawing, and dictating.)



# PICKLE TASTING FAVORITES!

TYPE OF PICKLE: \_\_\_\_\_

NOTES: \_\_\_\_\_

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TYPE OF PICKLE: \_\_\_\_\_

NOTES: \_\_\_\_\_

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TYPE OF PICKLE: \_\_\_\_\_

NOTES: \_\_\_\_\_

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TYPE OF PICKLE: \_\_\_\_\_

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TYPE OF PICKLE: \_\_\_\_\_

NOTES: \_\_\_\_\_

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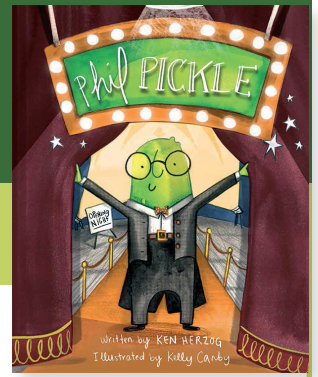
I  
GIVE  
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### Writing Standard 6

**W K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W 1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W 2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### BEST PICKLE CAMPAIGN

**Kindergarten, Grade One, Grade Two:** After completing the **Pickle Tasting Favorites** activity, invite students, in pairs or small groups, to join forces and campaign for their favorite pickles. Ask them to use digital tools to create illustrated posters with snappy slogans “selling” the merits of their chosen pickle to their classmates and others in the school. Post the pickle posters in the hallways of the school, if possible.

### Writing Standard 8

**W K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W 1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**W 2.8** Recall information from experiences or gather information from provided sources to answer a question.

### MY DREAM

**Kindergarten, Grade One, Grade Two:** After reading and discussing *Phil Pickle*, ask students to think about their own ambitions. Remind them that while Phil’s dream seemed very unlikely to his friends, he was able to accomplish it by taking the steps necessary to achieve it, from leaving the pickle jar, to enlisting an agent, to acting with as much talent as possible.

Ask each student to think of one ambition they have for a job in the future. Then, with the help of your school librarian, assist each student to learn more about what steps are necessary to achieve their goal, from educational requirements to building specific skills. Invite them to use the **My Dream** sheet to record at least three necessary steps.

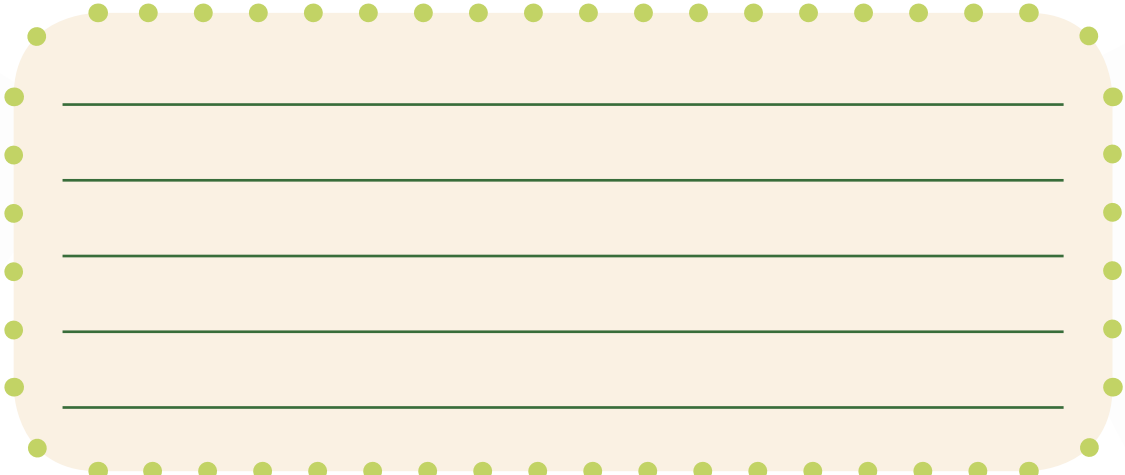
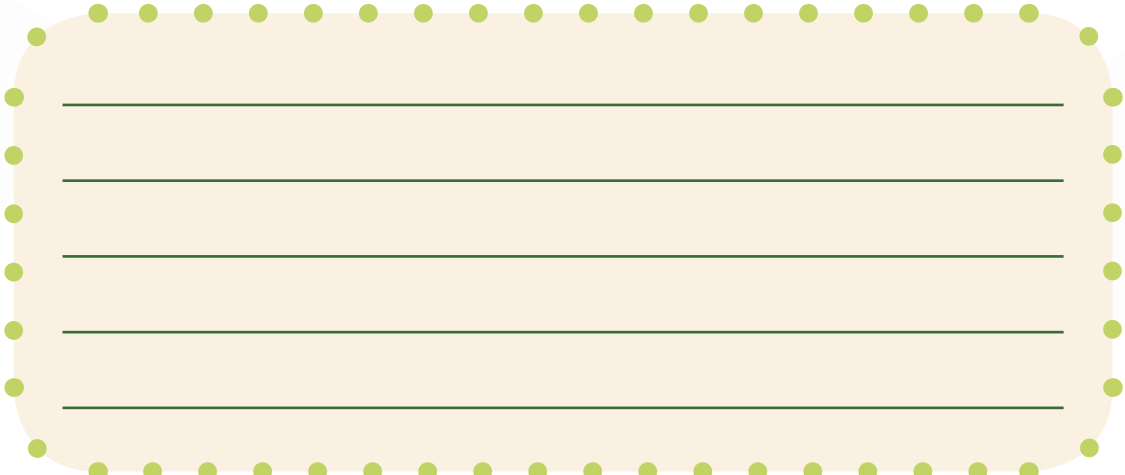
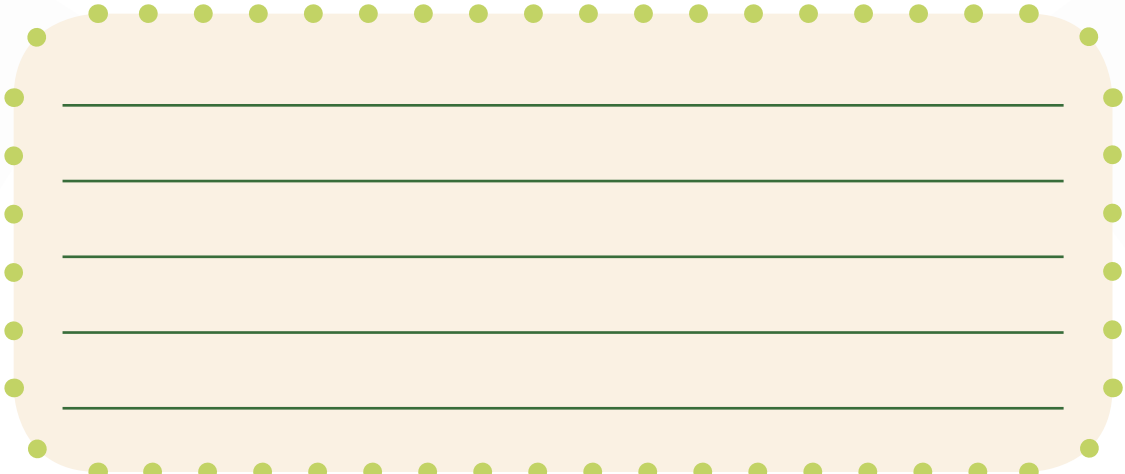




# MY DREAM

I dream that someday I will be \_\_\_\_\_

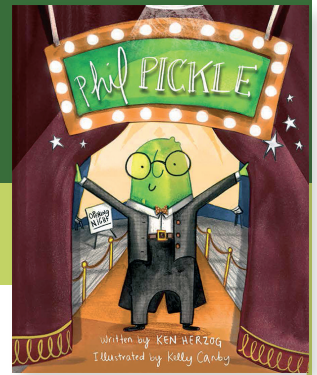
Before then, I have to:



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### ABOUT THE AUTHOR



**Kenny Herzog** grew up in Demarest, New Jersey. When he isn't writing about adventurous pickles, he's directing television commercials and short films. He lives in Greenwich, Connecticut with his wife and three children. This is Kenny's debut picture book.

### ABOUT THE ILLUSTRATOR



**Kelly Canby** grew up in London, England, but has lived in Australia since the age of three, which is probably about the same age she began playing with pencils and crayons. And it was soon after that she decided playing with pencils and crayons was something she wanted to do for the rest of her life. Visit her blog at [www.kellycanby.com](http://www.kellycanby.com).

