



PEACHTREE

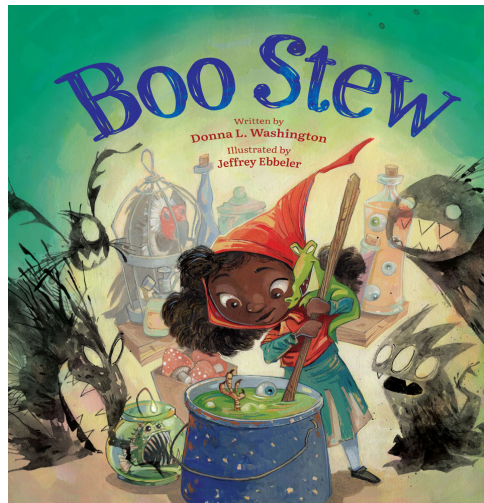
Educator's Guide

Includes Common Core Standards Correlations

Boo Stew

Written by Donna L. Washington
Illustrated by Jeffrey Ebbeler

HC: 978-1-68263-221-5
Ages 4–8
Lexile • F&P • GRL N; Gr 3



ABOUT THE BOOK

Curly Locks loves to cook, but the townspeople don't love her cooking—and for a good reason! After leaving a lizard skin lasagna out and having it devoured, she knows that somebody does like her food. The Scares show up, and one by one the townspeople are frightened, but Curly Locks comes to the rescue with her food. She manages to tame the Scares just in time and comes up with a solution for keeping the Scares happy and away from the people in town.

THEMES

Independence | Self-confidence | Self-reliance
Bravery | Respect | Optimism | Change

SKILLS

- Listening
- Main idea
- Vocabulary development
- Critical thinking
- Comprehension
- Connecting concepts
- Picture clues
- Responding to text
- Cause and effect

BEFORE YOU READ

RL.K.6

Show one of Donna Washington's story videos from her website. <https://dlwstoryteller.com/videos/>

- After watching one of the videos, ask the students what they think she does and discuss her storytelling. Then tell the students she also wrote this book and show them the cover. Ask what they think this book is about. Tell them the title and discuss it. Then read the back cover blurb.
- Ask the students where the setting is and explain why they think so. Have someone describe a swamp.
- Show the students the endpapers. Read the ingredients and discuss the ones students may not know. Ask what they think these ingredients are for.
- Tell the students you are going to read the book. Ask them to look for the Scares. Tell them the Scares like to say: *Gitchy Boo, Gitchy Bon, Gitchy Boo, Gitchy Gone*. Write the phrases where everyone can see the words. Have the students repeat the lines before you read the story. Discuss what they think the saying means.

AS YOU READ

- Invite the students to chime in on the Scares' sayings as you read. Ask them to listen for some of the Boo Stew ingredients.

- Stop occasionally and ask the students to make predictions about what might happen next.

AFTER YOU READ

RL.K.5, RL.1.5, RL.K.1, RL.1.1, RL.2.1, RL.3.1

- Ask the students if they can think of a fairy tale that is similar to *Boo Stew*. Have them explain their answers.
- Have the students identify the kind of book it is—fiction or nonfiction—and explain why.
- Discuss what kind of person Curly Locks is and have students explain why they would or would not like her to be a friend of theirs.
- Ask students how Curly Locks made the Scares behave while she was cooking.

DISCUSSION

RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.4, SL.K.1, SL.K.5, SL.1.1, SL.1.5, SL.2.1, SL.2.5, SL.3.1, SL.3.5

- What is a Scare?
- What did the Scares mostly like to do?
- What does hootin' and hollerin' mean?
- Why do you think the Scares liked to scare people?
- What did Curly Locks love to do?
- Why didn't the townspeople like the cooking of Curly Locks?
- Who ate Curly Locks's lizard skin lasagna?
- Why did the Mayor run away from his pancake breakfast?
- What scared away the blacksmith?
- What scared away the chicken rancher?
- Why did Curly Locks run over to the Mayor's house?
- How did the biggest Scare act when it came down the stairs?
- How did Curly Locks deal with the Scares and make them behave?
- How do you know the Scares liked the Boo Stew?
- What did Curly Locks tell the Scares she'd do for them?

LANGUAGE ARTS

RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.3, RL.K.3, RL.1.3, RL.2.3, RL.3.3, RL.K.6, RL.K.7, RL.1.7, RL.2.7, RL.3.7, RL.K.9, RL.1.9

- Identify the parts of the book: front and back cover, title page.
- Name the author and illustrator and discuss the part they played in making the book.

- Discuss what the book is about. Identify the main idea and identify details from the book that support the main idea.
- What is the setting of the story and who is the main character?
- Discuss how the art and the words work together to tell the story and the part each one plays to provide information about the story.
- Ask the students to describe the most surprising part of the book. Ask them to explain why they think so.
- Record the students retelling one part of the story that they liked. Ask them to speak in a way similar to how the author tells stories. (Remind them of the video you showed before reading the book.) For younger readers, have them recite the Gitchy Boo phrases in a storytelling style and record them. Then listen to the recordings.
- Retell a fable such as Goldilocks and the Three Bears or Little Red Riding Hood. Identify the point of the story and then identify the point or lesson/moral of *Boo Stew* or compare the two books.
- How do you know Curly Locks was scared or brave after hearing the story?
- Where does the story take place? Could it have taken place in another country as well? Why?
- Complete the Language Arts Worksheet at the end of this guide individually or in small groups and then share the ideas with the other students or read them aloud.

VOCABULARY

RL.K.4, RL.1.4, RL.2.4, RL.3.4

- Discuss how the words in the story help make it interesting and unusual. Ask the students to explain how the story would be different if the words the author used were more common and why they think that.
- After reading the book the first time, go back through the book and identify the words and phrases in the Word Bank below, discussing them in context. Then put the students in groups and have them complete the Vocabulary Worksheet at the end of this guide.

Word Bank

a-quaking
blacksmith
clutched
critters
din

fret
 full as ticks
 itty-bitty
 lassoed
 lickety-split
 lit a blue streak
 piping hot
 pot-bellied stove
 smack-dab
 sorry manners
 strutted
 waggled

WRITING

W.K.1, W.K.2, W.1.1, W.1.2, W.2.1, W.2.2, W.3.1, W.3.2

- Make a list of ingredients you might want to use to make your own Boo Stew. Then write the recipe that shows how you'd make it.
- Imagine you are Curly Locks. Write a description of how you would take care of the Scares that is different from the way she did.
- Write a diary pretending you are Curly Locks. Explain what you did each time after the Scares appeared.
- Write a personal letter to Curly Locks. Ask her some questions you might have about the Scares or about herself. Tell her how you might have taken care of the Scares yourself.
- Create a poem about the Scares. Share your poem with others.
- Write a description of Curly Locks. Include the kind of person she is, tell what she looks like, and discuss her personality.

SOCIAL STUDIES

- Create a timeline to sequence the events that happened in the book.
- Name the kinds of jobs people from the book did. Then explain what someone does with each job.
- Explain why this book is important. What can you learn about people from this story?
- What is the job of a town mayor? Who is the mayor of your town?

ART

- Look closely at a picture of one of the Scares. What do you notice about it? Does color play a part in how the Scares look? Draw or paint a picture of your own Scare. Make it something you would call a Scare.

- Draw a picture of the kind of house you would live in if you lived in the same town as Curly Locks.
- Make a classroom collage of ingredients that could be used in Boo Stew.

REVIEWS

“a storytime—if not a culinary—treat”
 —*The Horn Book*

“a standout pleaser”
 —*Kirkus Reviews*

ABOUT THE AUTHOR

Donna L. Washington is a professional storyteller, multiple award-winning recording artist, and children's book author. She performs internationally at festivals, schools, and libraries and gives workshops for parents and educators. A graduate of Northwestern University with a BS in speech, she has won numerous awards for her storytelling recordings. She lives with her family in North Carolina, where they have a wonderful time coming up with stories together over meals.

www.dhwstoryteller.com

ABOUT THE ILLUSTRATOR

Jeffrey Ebbeler is a graduate of Art Academy of Cincinnati and has been creating art for children for over a decade. His books include *Feast of Peas*, *Tiger in My Soup*, *Snow Day for Mouse*, *April Fool*, *Phyllis*, and *Jingle Bells*. He lives in Ohio.

www.jeffillustration.com

Educator's Guide
 prepared by Shirley Duke

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Name: _____ Date: _____

LANGUAGE ARTS WORKSHEET

Instructions: Have some fun completing the sentences below with some descriptive words.

Curly Locks is as pretty as _____.

Curly Locks's cooking was as bad as _____.

The itty-bity Scare was as small as _____.

The second Scare was as big as _____.

The biggest was as big as _____.

Curly Locks was as brave as _____.

The townspeople were as scared as _____.

The ingredients Curly Locks used to cook with were as strange as _____.

Curly Locks's food was like _____.

Boo Stew was like _____.

The Scares' manners were as sorry as _____.

Curly Locks's Mama was as _____ as _____.

The Scares were as _____ as _____.

Curly Locks's lasagna was as _____ as _____.

I liked this book as _____ as _____.

Name: _____ Date: _____

VOCABULARY WORKSHEET**Instructions:**

Find the word or phrase from the Word Bank that matches the definitions below. Write the letter of the correct word on the corresponding line.

- ___ 1. a person who makes tools out of metal using a hammer
- ___ 2. animals
- ___ 3. shaking
- ___ 4. full from eating lots of food
- ___ 5. cast iron stove that burns wood
- ___ 6. caught with a rope
- ___ 7. don't behave properly
- ___ 8. hold on tightly
- ___ 9. loud noises
- ___ 10. move back and forth
- ___ 11. right in the middle of something; exactly
- ___ 12. run away very fast
- ___ 13. tiny or very small
- ___ 14. very fast
- ___ 15. walk confidently
- ___ 16. worry
- ___ 17. dangerously high temperature

WORD BANK

- a. a-quaking
- b. blacksmith
- c. clutched
- d. critters
- e. din
- f. fret
- g. full as ticks
- h. itty-bitty
- i. lassoed
- j. lickety-split
- k. lit a blue streak
- l. piping hot
- m. pot-bellied
stove
- n. smack-dab
- o. sorry manners
- p. strutted
- q. waggled

Name: _____ Date: _____

VOCABULARY WORKSHEET ANSWER KEY**Instructions:**

Find the word from the Word Bank that matches the definitions below. Write the letter of the correct word on the corresponding line.

- ___b___ 1. a person who makes tools out of metal using a hammer
- ___d___ 2. animals
- ___a___ 3. shaking
- ___g___ 4. full from eating lots of food
- ___m___ 5. cast iron stove that burns wood
- ___i___ 6. caught with a rope
- ___o___ 7. don't behave properly
- ___c___ 8. hold on tightly
- ___e___ 9. loud noises
- ___q___ 10. move back and forth
- ___n___ 11. right in the middle of something; exactly
- ___k___ 12. run away very fast
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