

A Crooked Kind of Perfect

Linda Urban

Scholastic Inc., 2007

About the Author:

<http://www.lindaurbanbooks.com/>

Linda Urban was born and raised in the suburbs of Detroit, Michigan. She felt as if her life was very plain and longed to be or doing something wonderful and exciting, where people would notice her, much like the main character in her novel. Urban tried many different activities as a child, but found writing was her niche. She found early on, that sometimes readers will not like your books. She found this very intimidating, but found that her books did not have to be perfect for everyone, just for herself. Urban has written a young readers novel, that I believe reflects her fears, dreams, aspirations, and all the things she has learned along the way.

Urban has had books turned down by publishers, but does not let this discourage her. I find her to be very likable and it seems as if she would take the time to talk and listen to every one of her readers. This is Urban's only published work, but has a picture book, Mouse Was Mad, due out sometime this year (2009).

Urban and her book have received numerous awards, including the following:

Rebecca Caudill Young Reader's Book Award Nominees, 2010, Illinois
Young Hoosier Book Award Nominees, Intermediate, 2009-2019, Indiana
Children's Choice Book Award Nominees, 2009-2010, Iowa
Student Book Award Reading List, 2008-2009, Maine
Black-Eyed Susan Award Reading List, 2009-2010, Grades 4-6, Maryland
Great Lakes' Great Books Award Nominees, 2009, Grades 4-5, Michigan
Great Stone Face Children's Book Award Nominees, 2008-2009, New Hampshire
Also, starred in: Booklist, Bulletin of the Center of Children's Books, Horn Book, Kirkus Review, Publishers Weekly, School Library Journal, and Wilson's Children
Sequoyah Children's Book Award Nominees, 2009-2010, Oklahoma
Children's Book Award Nominees, 2009-2010, South Carolina
Spindletop List, 2009-2010, Texas
CLAU Beehive Book Award Nominees, Children's Fiction, 2009-2010, Utah
Dorothy Canfield Fisher Children's Book Award Nominees, 2008-2009
Virginia Reader's Choice, Elementary Nominee, 2009-2010

Annotation:

Author, Linda Urban, offers up her version of a ten-year-old girl's daily mishaps and what it's like to find out what really means the most in a young girl's life. This funny tale of Zoe Elias is cleverly written in short chapters, which keeps readers enticed and wanting to find out what else could possibly go wrong for this poor girl and her dreams of becoming a concert hall piano prodigy. Urban relates the trials and tribulations of losing a best friend to someone else, having boyfriends, and settling for something less than what we think is the best, in sentences that tend to ramble on as if we were reading the diary of young Zoe; perfect for girls (or boys) of the main character's age to relate to. Even though Urban has cleverly written this book for younger readers, this book holds truths for all ages to enjoy and appreciate.

Genre: Realistic Fiction

Point of View: First Person

Theme: The title, A Crooked Kind of Perfect, is fitting for this book, as the theme of the book is that what we think would be perfect in and for our lives, often ends up a little "crooked" and we learn that perfect is only what we make of it.

Conflict: Zoe vs. Her need to be perfect – In everything Zoe does, she believes she needs to be or do things perfectly. She believes that she is nowhere near perfect and that she is a failure when things do not go the way she had planned or hoped for.

Conflict Resolution: This begins when her mother makes her listen to a Carnegie Hall performance by concert pianist, Vladimir Horowitz. Her mother begins pointing out mistakes he made while playing. What she begins to see is that if you just keep playing, as if you did not just make a mistake, then no one will ever know. The resolution continues when Zoe performs at the Perform-O-Rama. When all of the other entrants perform, Zoe cannot hear their mistakes. Because she does not know the music they are playing and also because they just keep playing, Zoe never knows there are any mistakes. Only we know what we have done wrong, and so to others, we make look pretty perfect.

Characters:

Zoe Elias-10; main character; a normal pre-teen girl, worried about typical pre-teen things, like best friends, boys, and being perfect

Mr. Elias (only referred to as “dad”)-Zoe’s dad; a quirky man, who rarely leaves home, but is easily lost when he does, so he calls the Auto Club, which in turn calls Marty’s Eastside Wreck and Tow, who then calls Mr. Elias, to tell him how to get back home; feels as if he should be able to leave the house and shop like “normal” people, but gets nervous and is easily persuaded because of his nerves, making him somewhat of an impulse buyer; has earned twenty-six Living Room University diplomas, trying to find his next “get rich quick” job

Mrs. Elias (only referred to as “mom”)-Zoe’s mom; works a lot and must schedule time off to take Zoe where she needs to go, but then is quickly back at it

Wheeler Diggs-10; the messy (in a certain perfect way), curly-headed boy at Zoe’s school who begins coming home with her from school every day so that he can bake with her dad; does not seem to be the type to pick a fight, but will take up for himself if necessary

Mabelline Person (pronounced “Per-*saaahn*”)-Zoe’s organ teacher; she likes her armchair and an iced-down glass of Vernor’s ginger-ale ready and waiting for her when she arrives, but not sitting on the organ; she shouts quirky statements using famous musician’s/composer’s names, instead of any obscenities

Emma Dent-10; Zoe’s ex-best-friend; lives in a better-off area and always seems to have it all together

Colton Shell-10; a boy at school who everyone seems to think likes Zoe; she thinks she likes him too

Judy and Mona-mother and daughter (respectively), at the Perform-O-Rama, with which Mabelline Person leaves Zoe; Mona is a student of Mabelline’s and has competed before; Judy and Mona help Zoe relax and introduce her to the world of Perform-O-Rama when her dad does not show up for her performance

Setting: The story takes place in present day and in various places related to the main character, Zoe; her home, school, the car, and the Perform-O-Rama competition

Interest Level: Grades 3-5

Reading Level: Grade 4, Lexile 730

Booktalk:

What You Should Know

Zoe... your average 11 year old girl... she's got big dreams of being a child prodigy and lots of hope, but things keeps getting in her way!

Her dad... a little odd... he can't drive her anywhere without getting lost and earns "degrees" from the comfort of his own home.

Her mom... never home... she works all the time and doesn't seem to be there for the big things in Zoe's life.

What Zoe Wants

To play a classical piece, on a shiny and elegant baby grand piano, in Ney York City, at Carnegie Hall, while wearing a ball gown and tiara.

What Zoe Gets

A spot in the local Perform-O'Rama, where she will play a hit from the seventies, instead of a classical piece, on a Perfectone D-60 organ, not in a ball gown or tiara.

What You Get

The side-splitting tale of Zoe Elias and her not so perfect life... from her ex-best-friend's birthday party humiliation, to the bully at school, who follows her home from school one day. From her organ teacher, to her dad being her chaperone to the Perform O'Rama. Will Zoe make her glorious debut as a child prodigy or will her lost-in-the-world dad get lost before they even get there? Will Zoe's not so perfect life ruin her chances or will she find the little messes are kind of perfect?

Discussion Questions:

- Pp 1-3: What do you imagine your life being like? How is it actually?
- Pp 4-5: Is there someone you admire and want to be like? How much do you know about that person? How could you learn more about that person? Zoe and her mom call her dad “domestic affairs”. What do you think they mean by this?
- Pp 6-9: What do you think Zoe means by calling her mom the controller? Do you think this was a good name for her?
- Pp 10-13: Have you ever wondered, when taking lessons for something or when being taught, why you are asked to do something the way you are asked to do it? Does it seem odd for Zoe’s piano lessons to be taught on a cardboard keyboard?
- Pp 14-15: Do your parents buy a whole lot of things all at once? Why do you think that is? Do you think Zoe’s dad buys a whole lot at once for the same reasons your parents do?
- Pp 16-24: Have you ever asked for something and gotten something similar, but not nearly close enough to what you were really wanting? How did you feel? Do you think your parents had reasons for not buying you exactly what you wanted? What are those reasons?
- Pp 25-34: Do you think you can learn something without having a teacher? What do you see being a problem with not having a teacher?
- Pp 35-47: Have you ever been invited to a party and you are really excited about it, but something goes terribly wrong and you are stuck waiting to be picked up by your parents? What could you have done to make your situation better?
- Pp 48-51: Do you know different types of music styles? Would hearing samples of the style of music the book talks about help you understand better? (Before hearing samples: What do you visualize? After hearing samples: Has what you visualize changed?)
- Pp 52-54: Has anyone ever told you a story you just found too hard to believe? What would be some give-aways that the story they were telling wasn’t entirely true?
- Pp 55-57: Have you ever been embarrassed about a talent you have that you were supposed to share with your friends? Did your situation end up like Zoe’s, where everyone was impressed?
- Pp 58-59: Do first impressions really matter? Do you think the more you get to know someone the more your thoughts on that person change?
- Pp 60-67: These next several pages talk about music and people I am pretty sure you have never heard of. How do you think Zoe, a girl your age, knows about this music or these people? Do you recognize any of these song titles or names of people? Where or how could we learn more about these songs and people?
- Pp 68-75: In this group of pages we learn that Zoe’s dad has earned another diploma. This time however, he has some help come his way. Do you think having someone else to do your work with makes it more enjoyable or even easier? Does it matter who you

are working with? Do you think that Wheeler is going to be a good someone to work with? Why or why not?

- Pp 76-77: Have you ever had to make a choice about something that you knew little about? How did you end up making your decision? Do you think Zoe tried to learn about her choices? Why do you think she chose this song?
- Pp 78-80: What constitutes a chapter? What do you think a chapter has to have to be called a chapter? Has your opinion changed after reading these pages? How?
- Pp 81-96: Finish this phrase: If at first you don't succeed... Zoe decides to quit the organ. Why? Do you think it is ok to quit something you are not good at the first couple or even several times you try? Why do you think it is important to "try, try again"?
- Pp 96-101: Wheeler has found something he is good at doing. Do you think he will be willing to tell everyone at school about it? Why or why not? Should it really matter what you are good at? Shouldn't you be able to share your talents and take pride in the good you do? Why do you think that is important?
- Pp 102-104: When you come across a word you don't know, what do you do? How do you think Zoe figured out what smitten means?
- Pp 105-127: Have you ever started off a day and everything is going perfectly and then all of a sudden, one little thing starts the day falling apart and now you are miserable? What happened? What are some ways you could turn your day around?
- Pp 128-137: Do our parents let us down sometimes? Do you do or say anything mean to your parents when this happened? Do you think they really do this on purpose? After you feel like they have let you down, do they do something really nice for you and then you feel guilty for being mad at them? What could we do to make sure that when we feel like they are forgetting us that we don't do something mean to them?
- Pp 138-172: Have you ever been in some kind of performance? How did you feel? Zoe's dad doesn't show up for the first round of her performance because he is easily distracted, plus he does not handle crowds well. How is this like being nervous for a performance?
- Pp 173-206: Does a second chance make everything better? Or is there something else to it? Do you think that Zoe performed better the second time around? Was there anything that happened that may have made Zoe think she performed better, but in all actuality, she really didn't?
- Pp 207- 210: What makes you happy? Is that your idea of perfect? Do you think that we can be happy when everything is not perfect? How does Zoe prove to us that we can be?

Vocabulary:

Carnegie Hall (1) - a concert hall in New York City, where famous people come to perform

Prodigy (4) – a highly talented child

fiscal responsibility (7) – being responsible with your money

revolutionary (11) – bringing about major change

behemoth (17) – something of monstrous size and/or appearance

ergonomically (18) – something fits well with the way our body works

veneer (18) – a thin sheet of inexpensive wood

maestro (20) – a master in the arts, in this case music

spontaneity (20) – the quality of being spontaneous (produced without being planned)

innate (23) – the natural ability; you don't have to be taught; a talent you are born with and hardly have to practice at

unsanitary (27) – not clean

mock (30) – an imitation of

metronome (31) – a device used for keeping time in music

sweepstakes (54) – a contest

apoplex (60) – like a stroke

recital (64) – a program where you perform what you have learned

dignified (64) – showing dignity (the state of being honored)

candelabras (64) – large decorative candle holders

biscotti (68) – an Italian, crisp cookie

monopolizing (69) – having control over all

firkin (87) – a British unit of measurement

linoleum (88) – a plastic-type of hard flooring, usually found in kitchens or bathrooms

sacrifices (92) – the giving up of things

debuting (96) – coming out or showing for the first time

smitten (102) – to attack suddenly, in our case attacked suddenly by the feeling of love

dialogue (109) – the conversation between two or more people

gazebo (112) – a somewhat rounded garden building, looking like a wooden deck with a roof

marzipan (116) - a confectionary (sweet treat) that are usually shaped into something, used a lot for cake decoration

ledger (117) – written account of something

hors d'oeuvres (118) – a French word meaning an appetizer; something you eat before the main course or meal

balcony (150) – a platform that projects from the side of the wall inside or outside of a building, surrounded by a rail

curtsy (150) – the way a female bows to the audience

dainty (151) – soft, delicate, and lady-like

formula (187) – a mathematical rule or way of finding answers

critical (199) – being important to

inaccuracies (199) – mistakes, errors

dollies (208) – a platform on wheels used for moving heavy objects

reconcile (209) – to restore to friendship or harmony

Indiana Academic Standards:

English/Language Arts: 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8, 3.1.9, 3.2.2, 3.2.4, 3.3.3, 3.3.4, 3.3.6, 3.3.8, 3.5.7, 3.7.1, 3.7.2, 3.7.4, 3.7.11

4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.2.3, 4.2.4, 4.3.1, 4.3.2, 4.3.3, 4.3.5, 4.3.6, 4.3.7, 4.7.1, 4.7.2, 4.7.3, 4.7.7, 4.7.8, 4.7.9, 4.7.15, 4.7.13, 4.7.16

5.1.1, 5.1.2, 5.1.4, 5.1.6, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.8, 5.7.2

Anticipation Statements:

Before You Read (agree or disagree)	<i>A Crooked Kind of Perfect</i> By Linda Urban	After You Read (agree or disagree)
	Having dreams is a waste of time.	
	Changing the way you are, because you don't fit in, is just fine.	
	You should only have friends that everyone else likes, too.	
	Wearing the coolest clothes and having the finest things makes you the most popular.	
	Playing the organ makes you a dork.	
	If you want to be good at something you have to have the best equipment.	

Read-Alouds:

Read Aloud #1: p. 3

Before Reading: I would tell the students that I was going to read a chapter from the YHBA book, A Crooked Kind of Perfect, written by Linda Urban. I would say, “What constitutes a chapter? What makes a chapter in a book a chapter? What is a chapter to you? Does it have to be a certain number of pages, paragraphs, words?”

After Reading: I would ask, “Do you think this is a chapter? Do you have different ideas now? Do you still agree with what you said before or did this change your mind? Do you like chapters like this? Why or why not?”

Read Aloud #2: pp. 90-95

Before Reading: I would say, “Have you ever been trying really hard at something and you just can’t seem to get it right? No matter what you do or how hard you try, it is still wrong. Did you get really discouraged and think about quitting? Well, in the couple chapters before what I’m about to read to you, Zoe is struggling to play with her left hand on the organ. She knows that she is going to have to be able to play with both hands and her feet for the Perform-O-Rama. She gets really discouraged and decides she is going to quit. Listen to these few pages…”

After Reading: I would say, “Has something like this ever happened to you? Where you see or hear a story about someone who has really overcome some pretty tough obstacles, but they kept trudging along and they accomplished something really wonderful, despite everything they had to do to get there, and this made you decide not to quit what you were struggling with? Or what happened to make you want to keep trying? Maybe you haven’t had this happen. Maybe you have quit something because it was too hard. Do you think if you would have heard a story like this that maybe you would have kept at it and not quit? What would it take for you to try again?”

Read Aloud #3: pp. 136-137

Before Reading: I would say, “I want to hear your ideas about what makes something perfect?” (Then have this discussion.)

After Reading: I would say, “How have your ideas about what makes something perfect changed after hearing this passage? “ I would talk to the class about how perfect is only what you make of something. That there are standards the world sets, but that we are not all the same people and as we grow and change our ideas and what we value most and find to be perfect also change. That it is ok to be less than perfect, because there is no one person in this world that is, and if there was, that person would be really boring to me!

Read-Alikes:

So B. It by Sarah Weeks

Why?

~ Also about a girl coming of age, struggling with family issues, like Zoe, the main character in *A Crooked Kind of Perfect*

The Pepins and Their Problems by Polly Horvath

Why?

~A book about a family with oddities, just like Zoe's family's oddities

If a Tree Falls at Lunch Period by Gennifer Choldenko

Why?

~Main character's in both books have best friends who begin to hang out with someone new as well as finding out other people may be more like us than we think

How I Saved My Father's Life (And Ruined Everything Else) by Ann Hood

Why?

~Both main characters are "tween"-aged girls, whose family doesn't fit the typical bill, one parent seems more put together than the other, and both girls are "forced" into doing their activity of choice in a less than perfect way

Lights, Camera, Amalee by Dar Williams

Why?

~Both books have themes about learning unexpected lessons

Millicent Min: Girl Genius by Lisa Yee

Why?

~Both books are funny and cleverly written. The main character in *Cooked* wants to be a prodigy and the main character in *Millicent* is a prodigy.

Across the Curriculum Connections:

Music: Research a type of music mentioned in the book that you think sounds interesting. Give three facts you found and one thing you found to be interesting about the type of music.

Standards, Music: 3.9.2, 4.9.4, 5.6.2, 5.6.3, 5.9.4

Health: Talk about the fears and obsessive behaviors Zoe's dad struggles with. Talk about how we all have a little bit of these tendencies and how we easily live with them, but that there are others who cannot live so easily with their behaviors; their lives are extremely affected and can become problematic with even simple everyday activities. Standards, Health: 3.2.1-5, 3.8.1-2, 4.2.1-5, 4.8.1-2, 5.2.1-5, 5.8.1-2

Book Activity #1:

“Living Room University”

From A Crooked Kind of Perfect, by Linda Urban

- To begin with, you need to read the first three paragraphs on page 25.
- Now, imagine you work for “Living Room University”. It is your job to come up with different things to teach people. You need to come up with something that you want to teach us, your classmates.
*Remember, “Living Room University” is a “school” where you don’t ever have to leave your home, so you need to be able to teach us everything we need to know right here in the classroom.
- Your tasks:
 - You need to have your subject selected by: _____.
 - You need to write out how you are going to teach us.
 - You need to gather anything you will need to teach us, or ask me if I might be able to help you out.
 - You need to practice at home to make sure that you are prepared.
 - You need to be ready to teach us by: _____.
- How you will be graded:
 - You will be graded on how well prepared you were.
 - You will be graded on how well you taught us.
 - You will be graded on how well your students perform the task.
 - I will give you a rubric to see what I will be looking for.
- Here is an example of something you could do and how to go about getting ready:
 - Let’s say I want to teach you how to scrapbook. I have decided what I am going to teach you.
 - Now, I need to write out how I am going to go about teaching you how to scrapbook. I would write something like this:
 1. I need to be able to give everyone a 12” by 12” piece of paper.
 2. I need to be able to give everyone pictures to scrapbook with. (I could cut pictures out of a magazine or print them off... I would need to have at least 2 for every person and those would need to be about the same thing.)
 3. I need to make sure everyone has glue or some kind of adhesive.
 4. I need to be able to give everyone colorful paper to make the page pretty.
 5. I could get stickers, cut out letters, or have other fun things for them to use.
 6. I need to write out the steps to assembling the page, so that I don’t forget something.
 - Now I am ready to gather all my supplies, have them organized and ready to hand out, and make sure there is enough for everyone.
 - I will practice this with someone at home to make sure that I have not forgotten anything or to make sure there isn’t something else I should include or change.
 - And then, I should be ready to teach my lesson, because I have my steps written out, I have practiced, and I have all my materials gathered together.
- HAVE FUN!!! You don’t have to teach us anything super hard! Just something you know how to do, that you could teach us to do as well!

RUBRIC

What is graded...	Possible Points	Weight	Total Points
HOW WELL PREPARED WERE YOU?			
Did you have all of your materials ready to go and handed out before you began?	/3	3	/9
Did you have your steps written out so that you didn't forget one or skip one?	/3	3	/9
Did you know what you were doing? (In other words, I could tell you practiced at home!)	/3	2	/6
HOW WELL DID YOU TEACH US?			
Did you speak loudly and clearly, so that we could hear and understand what you were saying to us?	/3	3	/9
Did you give us all the proper steps we needed to be able to complete the job?	/3	3	/9
Did you demonstrate how to do what you were asking us to do, as we went along?	/3	2	/6
HOW WELL DID YOUR STUDENTS PERFORM?			
Were your students able to complete their jobs based on your teaching?	/3	1	/3
Did your students work come out the way it was supposed to?	/3	1	/3
TOTAL			/54

WHO IS THIS FOR?

This is definitely an activity that would be for students in grades 3-5. It could easily be adapted for middle school students as well.

When initially thinking about this activity, I see this as being an individual activity. However, it could be a partner or small group activity as well, where the partnership or everyone in the small group is responsible for coming up with the “job” they want to teach, as well as how they will go about teaching the rest of the class, and then everyone having a part in the actual teaching.

INDIANA STATE STANDARDS:

Grade 3

English: 3.2.7, 3.4.9, 3.4.6, 3.5.5, 3.7.5, 3.7.6, 3.7.7, 3.7.8

Grade 4:

English: 4.2.2, 4.4.2, 4.4.10, 4.4.11, 4.4.12, 4.5.6, 4.7.4, 4.7.5, 4.7.6, 4.7.7, 4.7.8

Grade 5:

English: 5.4.3, 5.4.11, 5.4.8, 5.4.9, 5.4.10, 5.5.6, 5.7.12, 5.7.4, 5.7.5, 5.7.13

Book Activity #2:

Set For Life!

For use with A Crooked Kind of Perfect

By Linda Urban

An activity for students grades 3-5, begins as an individual activity and then develops into a whole class activity.

Pre-Activity Preparation:

Ask students to fill in the survey below, at home, with everyone that lives in their home.

Names	On average, how many times do you use the restroom, at home, each day?	Total number of times per week (take your last answer times 7)	Total number of times per year (take your last answer times 52)
YOU (don't forget to include yourself)			

Activity discussion:

Begin by reading the first paragraph on page 14, in [A Crooked Kind of Perfect](#), by Linda Urban. Remind students of the survey they previously completed with the people that live in their home. Tell them we are going to estimate that on average a person uses 20 sheets (each little square) of toilet paper each time they use the restroom. (Without getting too graphic, talk briefly about how males don't have to use toilet paper every time, females do... so that is why we may have a lower average number than what some may think.)

Moving on...

If that is the case (on average, 20 sheets, per visit to the restroom), and we use the disclaimer of a leading toilet paper manufacturer, that there are 1,000 sheets on every roll, then ask the students to figure out how many restroom visits could be handled by one roll of toilet paper. (The answer is 50.)

Begin the Activity:

Now, students use their survey information they gathered at home to answer the following question. If one roll of toilet paper can accommodate 50 restroom visits, how long should a roll of toilet paper last for each person in your house? [The students should now be dividing 50 (the answer from above) by the number in the 2nd column of their survey (the number of times each person uses the restroom at home each day). Students should round this answer to the nearest whole number. This answer is the number of days each person would be able to use 1 roll of toilet paper. (Use this example: 5 visits per day, means it would take that person 10 days to use one roll)]

At this point, pose the following question: On average, it takes how many days for one person to use one roll of toilet paper? (Students should be taking the answers from the above problem, for each person in their home, adding them together, and then dividing by the total number of people in their home.)

Now, have students solve the following:

1. About how many rolls will each person use in a year's time? (Students should be taking the number of days in a year (352) and dividing by the number of days it takes to use one roll. They should do this for every person in their house. Have students round this answer to the nearest whole number.)
2. About how many rolls will your household use in one year's time?

Tell your students you are going to solve two more questions. First, ask your students:

1. Assuming you are not held back, you don't skip any grades, and you leave your house for college after high school graduation, how many years do you have left to live in your house? (This answer should be 7-9 years, since the students will be in 3rd, 4th, or 5th grade.)
2. How many rolls of toilet paper will your household use from now until you leave for college? (This should be as simple as taking the number of years the students have left at home and multiplying it times the number of rolls of toilet paper their household uses in one year.)

Now, post everyone's answers on the board and ask students to create a graph of some sort (using graph paper), to represent the information the class has just gathered.

Indiana State Standards

Grade 3:

Math: 3.1.1, 3.1.2, 3.1.5, 3.1.6, 3.2.1, 3.3.2, 3.3.6, 3.6.2, 3.6.3, 3.6.5, 3.6.7, 3.6.8, 3.6.9

Science: 3.1.3, 3.1.4, 3.2.1, 3.5.3

Grade 4:

Math: 4.1.1, 4.1.3, 4.1.9, 4.2.1, 4.2.5, 4.2.6, 4.3.7, 4.6.1, 4.7.2, 4.7.3, 4.7.6, 4.7.7, 4.7.9, 4.7.10

Science: 4.1.2, 4.5.4

Grade 5:

Math: 5.1.2, 5.2.1, 5.3.7, 5.6.1, 5.7.2, 5.7.3, 5.7.5, 5.7.8, 5.7.9

Science: 5.1.1, 5.1.3, 5.2.1

Bibliography

Books & Authors Webpage, <http://booksandauthors.wiseto.com/bna/>

Indiana Academic Standards,
<http://dc.doe.in.gov/Standards/AcademicStandards/StandardSearch.aspx>

Linda Urban Website, <http://www.lindaurbanbooks.com/>

Merriam-Webster Online Dictionary, <http://www.merriam-webster.com/>

Perry Township's Library Search, Destiny,
<http://destiny.msdp.k12.in.us/cataloging/servlet/presentadvancedsearchredirectorform.do?l2m=Library%20Search&tm=Catalog>

Scholastic, <http://www2.scholastic.com/browse/home.jsp>