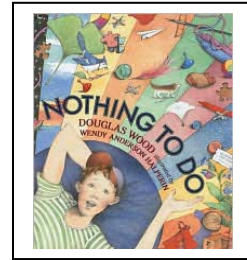


## NOVEL RESOURCE #1

Becky Cain  
L530 YHBA

Name: Becky Cain  
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Book Title: *Nothing to Do*  
Author: Douglas Wood  
Illustrator: Wendy Anderson Halperin  
Copyright: 2006  
Publisher: Dutton Children's Books, Penguin Group Inc.



### About the Author:

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

Douglas Wood is an author, illustrator, musician, composer, naturalist and wilderness guide. He is called “renaissance man.” He is known for writing many children’s books, especially award winning books, such as, *Old Turtle* and *Granddad’s Prayers of the Earth*. He has also written several adult books, such as, *Fawn Island* and *Paddle Whispers*. One of his hobbies is riding his motorcycle. He was invited to the White House in 2004 to read one of his books for the White House Easter Egg Roll.

Awards: Christopher Medal, Abby Award, International Reading Association Book of the Year, Parent’s Choice Award, Midwest Publishers Association Book of the Year, Barnes and Noble Star of the North, Story Telling World Award

For his book *Nothing to Do* he was nominated for the Young Hoosiers Book Award.

### Illustrator:

Wendy Anderson Halperin - [www.wendyhalperin.com](http://www.wendyhalperin.com)

Wendy Anderson Halperin is an accomplished illustrator of several children’s books and has won many awards. She currently teaches drawing workshops to elementary schools, teachers, librarians and educators. She is an illustrator, teacher, lecturer and artist.

**Becky Cain, Indianapolis Jr. Academy, [rebeccacain4@yahoo.com](mailto:rebeccacain4@yahoo.com)**

**Art Medium:**

multifaceted patterned artwork

The art medium is used by creating such lines as explosion, meandering, branching, alternation, spiral, helix, close packing and spherical.

This medium was created because Wendy had recently seen a film by Richard Feather Anderson in which he mentioned that there are 8 patterns in nature, the 8 patterns mentioned above.

This medium helps to separate the ideas the boy had about what to do on a “nothing to do” day. It created interest and diversity on each page. It allowed the reader to see art in a different way.

This would be a fun way to teach a lesson in art. I would have the students choose one of the lines created by Richard Feather Anderson and used in the book *Nothing to Do* to create their “nothing to do” writing illustration. (see activities below)

**Annotation:**

Douglas Wood, a best selling author of several children’s books, accomplished musician, song writer and wilderness guide, gives “the perfect antidote to over-scheduled lives.” Wood gives examples of activities to replace the ever busy calendar schedule. He reminds his readers that “sometimes doing nothing is the most important thing in the whole world to do.” Finding the joy in the simple pleasures of life is Wood’s message to his readers. The illustrations and text give suggestions of the value of free time and how to slow down and delight in a day of doing nothing. He reminds his readers to slow down and “smell the roses.” He reminds parents that it’s o.k. to have a blank calendar. Those can be the most important days of all.

**Summary:**

A boy finds time in his calendar that is not booked with Little League games or computer camp. It’s a day that he can do absolutely nothing at all. He’s excited because there’s no school, no homework, no dance class, no play rehearsal, there’s no anything! Sometimes adults get worried when there’s a blank space on the calendar but the little boy begins thinking of things to do when there’s absolutely nothing to do. He thinks about walking barefoot in the grass, making toy ships, watching clouds and the many other things he could do on a day when there’s nothing to do. He even shows his parents that sometimes doing nothing at all is important to do.

<b>Genre:</b>	Realistic Fiction
<b>Point of View:</b>	First Person
<b>Theme:</b>	Take Time to Smell the Roses Quality of Time vs. Quantity of Time
<b>Conflict:</b>	External
<b>Conflict Resolution:</b>	The boy came up with suggestions on what to do on a day when there is nothing to do.
<b>Characters:</b>	Boy, school age, active, wanting parent involvement, wants to relax, athletic, stressed, overwhelmed, good imagination, intelligent  Parents (inferred), busy, likes to keep son busy, doesn't spend time with son, doesn't know what son likes to do
<b>Setting:</b>	boy's house, modern day
<b>Interest Level:</b>	P-2 perma-bound.com
<b>Reading Level:</b>	3.7 perma-bound.com

### **Book Talk:**

Have you ever had a day with nothing to do? One day a boy woke up and realized there was nothing scheduled on his calendar. There was no homework, no computer camp, no soccer practice, nothing at all and he thought it was GREAT! He began thinking of all the things he could do on his "nothing to do" day and he came up with a wonderful and exciting list of activities. Read *Nothing to Do* to find out what exciting things a person can do on a "nothing to do" day and then try writing your own list of "nothing to do" activities.

### **Discussion Questions:**

1. Based on the cover of the book and title, what do you think this story is about?
2. What does nothing mean?
3. How did the boy in the story react to having nothing to do?
4. Why do you think the boy thinks it's wonderful to have nothing to do?
5. What did the author mean when he said, "Just a white, empty space on the calendar?"

6. Who does the author mean when he says, “These people are very nice and wear big shoes?”
7. Why would the boy want to show the people who wear big shoes what to do when nothing is scheduled on the calendar?
8. Why do adults get worried sometimes when there are blank spaces on the calendar?
9. Read the text and look at the illustrations, what are 5 things the boy suggests doing on a “nothing to do” day?
10. What do you think the author means when he says, “A puddle that somehow seems as wide as an ocean?”
11. Who does the boy want to show how to spend time on a “nothing to do” day? (Hint: Look at the illustration on the last page)
12. What are things your parents have scheduled on the calendar for you to do?
13. How is your list like the boy’s?
14. How is your list different from the boy’s?
15. What are things you like to do on a “nothing to do” day?

**Vocabulary:**

<u>Word</u>	<u>Definition</u>	<u>Page Number</u>
1. nothing	zero activities	1
2. rehearsal	practice	3
3. empty	blank	5
4. puddle	small body of water, smaller than ocean	8
5. fort	secret place	12
6. exploring	investigate new places	21
7. somersaults	rolling forward	25
8. important	having great meaning	28

**Indiana Academic Standards:**

K.1.22, K.2.1, K.2.2, K.2.3, K.3.3, K.3.5, K.4.1, K.4.3, K.4.4, K.4.5,, K.4.7, K.5.1, K.5.2, K.7.1, K.7.2, K.7.3, K.5.1

1.1.11, 1.1.15, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.5, 1.4.1, 1.4.3, 1.4.4, 1.5.1, 1.5.4, 1.7.7, 1.7.8, 1.7.9, 1.5.1

2.1.10, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.8, 2.2.9, 2.3.1, 2.3.7, 2.4.1, 2.4.2, 2.4.6, 2.4.7, 2.4.8, 2.5.1, 2.5.5, 2.5.7, 2.6.4, 2.7.14, 2.5.1

3.1.3, 3.1.7, 3.2.2, 3.2.6, 3.2.7, 3.3.1, 3.3.4, 3.3.8, 3.4.1, 3.4.3, 3.4.4, 3.4.6-3.3.8, 3.5.2, 3.5.7, 3.7.1-3.7.3, 3.5.1

**Anticipation Statements:**

	<b>True</b>	<b>False</b>
Having nothing to do is boring		
Parents think kids need to be busy all the time		
It's fun doing nothing with your parents		
Kids can come up with creative things to do on a "nothing to do" day		

**If you like, you'll love:**

If you like *Nothing to Do*, you'll love *Old Turtle*.

If you like *Nothing to Do*, you'll love *Grandad's Prayers of the Earth*.

**Across the Curriculum Connections:**

**Science:** Divide the class into 6 groups. Assign each group 2 pages to read from *Fireflies* by Ann Heinrichs. As they read have them write down at least 3 facts. Then come together as a whole group and record the facts on a story web.

**Supplies:** 6 copies of *Fireflies*, paper, pencil, story web (written on board or chart paper)

**Resources:** *Fireflies* by Ann Heinrichs

**Standards:** K.2.2, 1.4.3, 1.4.4, 2.1.3, 2.4.4, 3.1.3, K.5.1, K.7.2, K.7.3, 1.7.10, 2.4.2, 2.7.9, 3.4.2, 3.7.8

**Math:** Have the students decorate paper and make paper airplanes (a great activity for a "nothing to do" day). Fly the airplanes in the gym and measure how far each airplane goes. Change different things about the airplane and predict whether the airplane will go farther.

Supplies: paper, crayons/markers, measuring tape, prediction hand out

Standard: K.5.1, 1.5.1, 2.5.1, 3.5.1

Social Studies: Introduce oceans and continents to the class. Identify the 4 major oceans on a world map. Have the students work in groups of 3. Give each group a map of the world. Each group will take sidewalk chalk, draw a map of the 7 continents on the playground, write the name of each continent on the map and the name of each ocean on the map.

Supplies: wall map of the world, copy of "Continents and Oceans of the World" (Evan-Moor, *Beginning Geography Continents and Oceans*), sidewalk chalk

Resources: *Beginning Geography Continents and Oceans*, Evan-Moor

Standard: 1.3.7, 2.3.1, 2.3.4, 3.3.1,

Art: Use magazines to make a collage of things to do on a "nothing to do" day.

Supplies: magazines, glue, construction paper, brainstorm list of "nothing to do"

### **Book Activities:**

#### Activity 1:

Grouping: Individual

Activity: Use a calendar and make a schedule of your week.

Materials needed: Student handout sheet

State Standard: K.5.2

#### Activity 2:

Grouping: pairs

Activity: Work with your partner and brainstorm things you can do on a "nothing to do" day. Then choose one to act out for the class as a charade.

Materials needed: Paper for brainstorming list

State Standard: K.4.1, 1.4.2, 2.4.1, 2.4.2

**Bibliography:**

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*Fireflies* by Ann Heinrichs