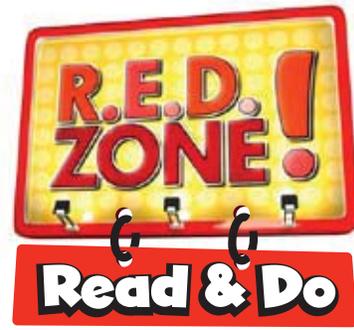


Skippyjon Jones

by Judy Schachner

Bounce around with Skippyjon Jones, a Siamese cat who thinks he's a Chihuahua, as he finds mischief and adventure with his imaginary friends in this color rich, rhyme-filled series.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *Cats and dogs normally do not get along. If you were a cat, would you pretend to be a dog?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder why the cat is sitting in the flower pot?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Ask the children to try and remember as you read which animal crawled in the mitten first, second, and so on. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Skippyjon Jones*:

- flock: a group of birds that live, travel and feed together
- scolded: to speak harshly
- lecture: a long scolding concerning something
- earth: the planet we live on and is third planet from the sun
- gigantic: very large and very great
- guacamole: a Mexican style dish made from mashed avocados
- accent: a way of pronouncing words that indicates the place of origin
- Chihuahua: a small dog originally from Mexico with pointed ears and large eyes
- rifled: to search through something vigorously
- manners: a way of acting or doing things that are polite and considerate of others
- lonesome: feeling sad and being alone
- desert: an area of dry, hot land with no vegetation or water
- growled: to make a low rumbling noise
- decreed: to make an official order or announcement
- fiesta: a celebration or festival originating in a Spanish-speaking country
- siesta: an early afternoon rest or nap
- hush: to make somebody be quiet
- frijoles: a Mexican bean
- outraged: to make somebody feel angry

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Rare Words in *Skippyjon Jones* continued:

- somber: being extremely serious and sometimes sad
- shadow: a darkened shape that falls behind someone or something that is blocking light
- darkened: to become darker or make something darker
- landscape: an expanse of scenery of a particular type
- scattered: to disperse something and place far apart
- shimmied: a quick sideways movement
- castanets: a rhythm instrument held in a hand
- hovered: to float in the air without moving very far from one spot
- thrust: to push somebody or something forcefully
- ruckus: a noisy and unpleasant disturbance
- exploding: to blow up or burst something
- piñata: a container that is filled with candy or small gifts and that is broken open during a party

After:

Discuss the story. Ask questions...

- Who does Skippyjon Jones wake up with every morning?
- What kinds of things are cats not supposed to do?
- What did Skippyjon Jones get from his toy box?
- Skippyjon Jones walked into his closet...where did he go from there?
- Who did Skippyjon Jones meet when he got there?
- What did Skippyjon Jones and Los Chimichangos do during the day? The night?
- Who stole the frijoles?
- Describe the beans that were stolen.
- What spilled out of Alfredo Buzzito when he landed on Skippyjon Jones' sword?
- What happened to Skippyjon Jones' closet?
- How do you say "Good night, my friends" in Spanish?



Do

Holy Frijoles! Counting Beans

You will need: small paper cups, construction paper, pencils and an assortment of beans (jellybeans, dried black/kidney/pinto beans)

After reading the story, discuss with the children what the word frijoles means and try and count the different kinds of beans in the story. If desired, count the number of beans that fell out of the bumblebee. Hand each child a counting mat (construction paper) and a small paper cup filled with 10 beans. Start by having the counting mats clear, with no manipulatives. Point to one of the numbers, say it aloud and instruct the students to put the correct amount of beans on their mats. When they are finished they are to put their hands in the air (to symbolize that they are done). Once they are finished, display the correct amount of beans and have each child count his/her objects. For example, "show me 4 beans." The children will then place 4 beans on their mats and raise their hands. "Good, now that you are all done, let's count together, 1-2-3-4" (while showing your 4 beans on your mat). Repeat the activity until all numbers have been represented.

Additional Activity: if desired, have the children draw a large circle on one side of the paper and a square on the other side. Then ask the children to put 3 beans in the circle and 7 in the square. Ask them which shape has more beans and which has less. Continue with different various amounts.