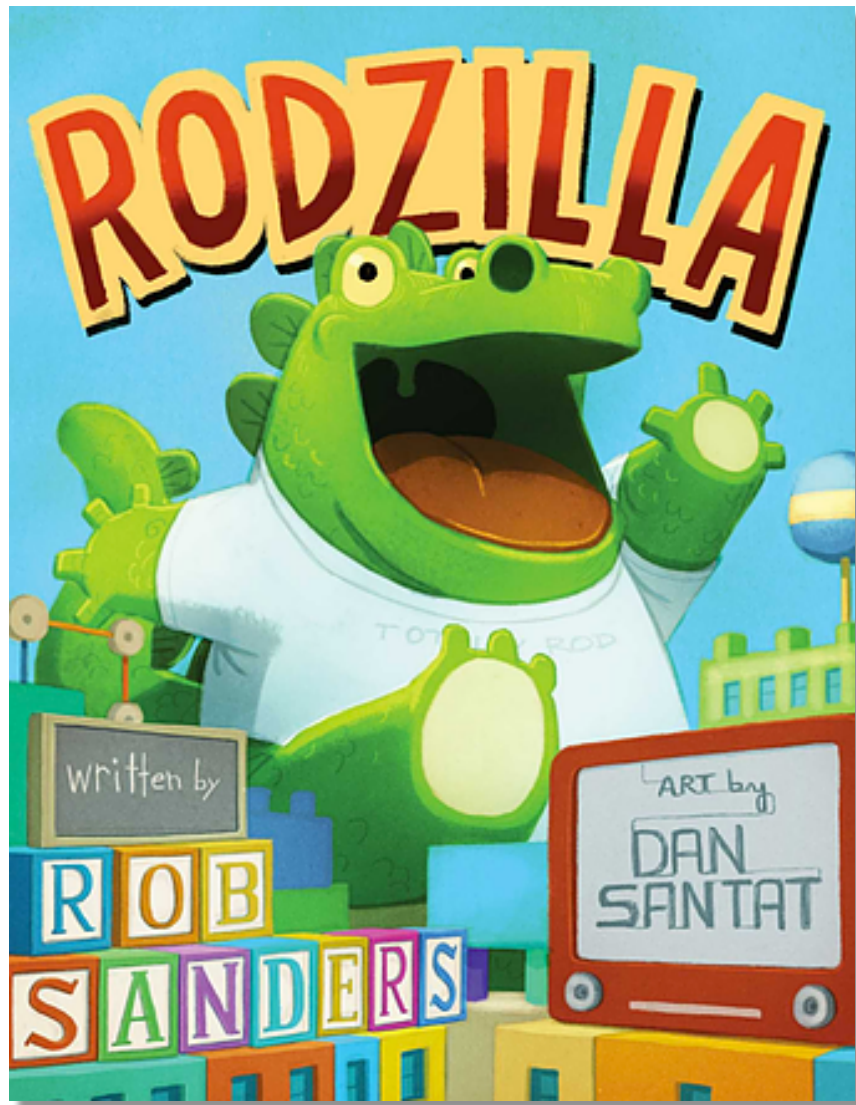


Rodzilla

A teacher's guide created by Marcie Colleen
based on the picture book
written by Rob Sanders and illustrated by Dan Santat



Published by
Margaret K. McElderry Books
Simon & Schuster

Rob Sanders
Author, *Rodzilla*



Rob Sanders is headed into the city to—can this be?—teach school! Yes! It’s true! This pudgy writer (a.k.a. Sanderszilla) starts his day by careening into the city and then...he teaches boys and girls about books and words, and reading and writing. What will ever become of those innocent children? But there’s more: he speeds home each evening to write books. The citizens of Brandon, Florida, hardly know what to think about Sanderszilla living in their neighborhood. Luckily for them, singing with others calms the beast, as does tending to his potted Visit Rob at www.robsanderswrites.com.

Dan Santat
Illustrator, *Rodzilla*



Dan Santat is the author of the #1 *New York Times* bestselling books *Are We There Yet?* and the recipient of the 2015 Caldecott Medal for his book *The Adventures of Beekle: The Unimaginary Friend*. He is also the creator of the Disney animated series *The Replacements*. He lives in Los Angeles with his wife, two children, and an assortment of pets. Visit him at www.dantat.com.

Marcie Colleen, Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides for children’s books, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

How to Use This Guide

This classroom guide for *Rodzilla* is designed for students in preschool through third grade. Teachers are welcome to adapt each activity to meet the needs and abilities of their own students.

The guide offers activities to help teachers integrate *Rodzilla* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as a teaching tool throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Title: Rodzilla

Author: Rob Sanders

Illustrator: Dan Santat

Ages: 4-8/Grades: P-3

Publisher: Margaret K. McElderry Books (May 9, 2017)

ISBN: 1481457799

Brief synopsis:

Rodzilla is the mightiest toddler to ever roam the streets of Megalopolis. Marvel at the sight of his chubby monstrosity. Gaze at his toothless grin. Take a whiff of his...no, don't do that. Only a mother could love such a creature.

Rodzilla is taking over the city and causing all sorts of chaos for its inhabitants. Can he be stopped before he toddles one step too far? Told as an action-packed news report, kids will love following Rodzilla on his mighty tear through the city, and ultimately back to his parents' arms. Because even monsters have parents.

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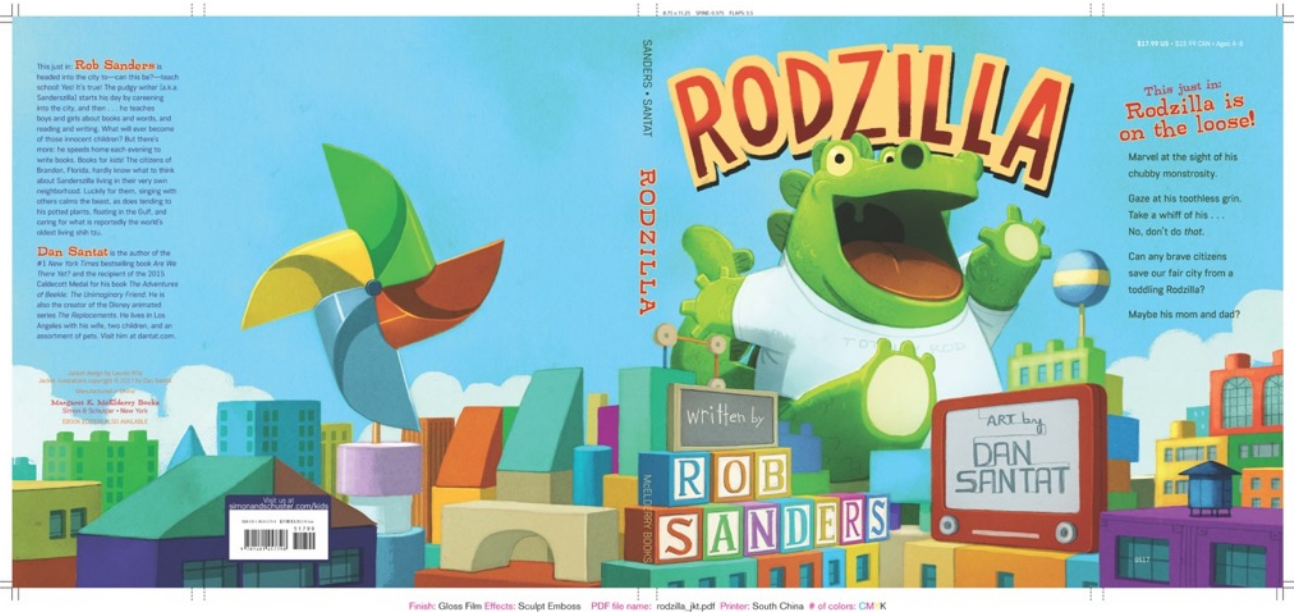
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English Language Arts

Reading Comprehension

Before reading *Rodzilla*, help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.



The Front Cover~

Describe the cover illustration.

- o Who do you see?
- o Tell a word to describe Rodzilla. Explain your answer using evidence from the illustration.

Mimic what Rodzilla is doing.

- o How does this action make you feel?
- o How do you think Rodzilla is feeling? What do you think he is thinking?

Read the title of the book and look closely at the cover illustration. Can you guess what the story might be about? What clues can you find?

The Jacket Flap~

- Read the text aloud.
- What words are used to describe Rodzilla?
- Choose two more words to describe Rodzilla.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- Who is telling the story? How do you know?
- Describe three ways that Rodzilla creates havoc in the city.
- Besides Rodzilla and the reporter, who are the supporting characters in the story?
- Who saves the day?
- In your own words, explain what is really happening in the story? Is the city real? Is Rodzilla a monster? What are the visual clues that help you determine your answer?



Help students define the events in terms of a plot arc by using the following chart.

Beginning	Middle	End
Rodzilla escapes into the city. Introduce character:	Rodzilla wreaks havoc. Describe: The Climax, when everything changes...	Resolution. How are things solved? The ending...

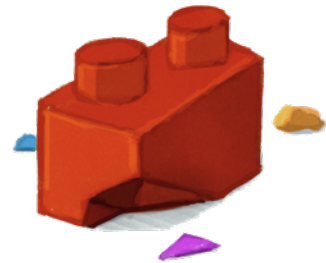
- BONUS: Using the basic plot structure above, students can create an original story about a monster attacking a city. Students can work individually, with a partner, or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

Let's talk about the people who created *Rodzilla*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Now, let's look closely at the illustrations.

- Check out some of the following details that Dan Santat includes in the illustrations. Find:
 - Two frightened squirrels and a rabbit
 - A red LEGO brick
 - Tinker Toys
 - A tower of couch cushions
 - A pinwheel (shown right)
 - A toy policeman



Writing Activities

Who is Rodzilla? ~ Character Study

How a character acts can tell readers a lot about who the character is.

Read *Rodzilla*. Scene by scene, record your thoughts regarding character on a chart like the one below.

Text	What Rodzilla does	How would you describe Rodzilla?
Example: <i>Oh no! A soft, squishy monster has escaped into the city!</i>	He wobbles and toddles.	Awkward, unsure on his feet, clumsy.

After gathering information regarding Rodzilla’s character, use the scenarios below to write a new scene for *Rodzilla*. What would Rodzilla do in one of the following situations?

- At lunch time
- With a babysitter
- In a sandbox
- Playing on the playground with other kids

The Day I Escaped into the City!

Imagine that you become monster-sized and escape into your own town or city.

Create a fictional story about the craziness that occurs. Where would you go? What would you do? How would the town or city try to stop you?

Remember all stories need to have a beginning (when you become monster-sized), a middle (when the craziness occurs), and an ending (when everything returns to normal).

Optional: Create the story together as a class.

“Oh Rodney!” ~ A Real-Life Perspective

Either as a class or individually, explore *Rodzilla* from a real-life perspective. What happened in real-life when Rodzilla slimed the city? Explain the “climbing up the building” sequence and what happens when Rodzilla hurts his finger.



Some classes will be able to rewrite *Rodzilla* from this real-life perspective. However, other classes may simply wish to create thought-bubbles and/or captions for each scene. The thought-bubbles and captions can be written on sticky notes and placed on the pages of the book.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some ways to bring *Rodzilla* to life in the classroom and have fun with speaking and listening skills.

Mime

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

Drama

- Create a TV commercial to encourage others to read *Rodzilla*.
- In small groups, act out *Rodzilla* as an opera, a western, a thriller, etc. The rest of the class should guess what the "style" is.

Language Activities

Onomatopoeia

An onomatopoeia is an imitation of a sound using a word or words. In *Rodzilla*, onomatopoeia is used to describe the many sounds of the toddling Rodzilla. Some examples include *Wobble-Wobble-Wooble*. *Toddle-Clunk*. for the sound of Rodzilla's entrance and *Nee-Uh. Nee-Uh. Nee-Uh.* for the sound of the fire trucks and police cars.



- Discuss why writers use onomatopoeia, and perhaps why author Rob Sanders chose to use onomatopoeia when writing *Rodzilla*.
- Create a list of onomatopoeias from *Rodzilla*.
- When reading *Rodzilla*, ask the students to act out each onomatopoeia.
- To allow students to identify other onomatopoeia, read *Mr. Brown Can Moo! Can You?* by Dr. Seuss, *The Listening Walk* by Paul Showers, and *Listen, Listen* by

Phillis Gershator and Alison Jay. Guide students to identify onomatopoeia they see and hear.

Create an Onomatopoeia Story

- Through class discussion and research, create a list of “monster-attacking-the-city” onomatopoeia.
- Ask students to work in groups of two to three, and to choose five of the sounds from the class list to use to write a new story filled with onomatopoeia. Encourage the members of each group to get up on their feet to act out their story.

Onomatopoeia Matching Game

The following is a list of the onomatopoeia found in *Rodzilla*.

WOBBLE-WOBBLE-WOBBLE
TODDLE—CLUNK!
Pvvvt!
PING!
DROOL!
HONK!

SQUEAL!
SCREECH!
SPLOSH!
SPLASH!
SQUISH!
BLECK!

NEE-UH. NEE-UH. NEE-UH.
STOMP! STOMP! STOMP!
PLINK!
WAAAAAAAAAHH!

To create game cards, print each onomatopoeia on two separate index cards. You should have thirty-two cards in total.

Number of players: 2 or 4 players

How to play:

1. Mix the cards together.
2. Deal cards to each player until all cards are distributed.
3. If a player has matches in his/her hand, he/she may place them face-up on the table and the player must then make the sound of the onomatopoeia on the matched pair.
4. Beginning with the player to the right of the dealer, players take turns pulling a card from the hand of the person on the right. If a match is made, the player places the match on the table. If a match is not made, the player who drew the card keeps it and the next player takes a turn.
5. Play continues until all matches are made.

The Adjective Box

Often newscasters will paint a picture for their audience of what is happening in a news story. To paint these pictures, adjectives to *describe* the scene.

This is an excellent activity to teach that adjectives are describing words.

Decorate an empty shoe box and cut a hole in one end.

You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.

Place various items in the box (i.e. A LEGO, pinecone, Play-doh, feather, tinker toy, toy police car, and so on). These items should be tactile in nature so they can be described easily. The students will not be able to see inside the box, they will only be able to feel inside.

Although they might be able to identify the object, the purpose of the game is to DESCRIBE the item using adjectives. (i.e. Hard, soft, squishy, bumpy, and so on.)

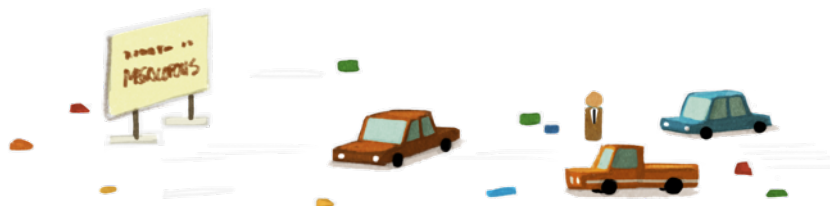
Each child should have a chance to describe an object inside the box. See how many adjectives the class can come up with, and create a list.

Then, read through *Rodzilla* and identify the adjectives used to describe the various scenes.

All About Adjectives: The Missing Shoe Game

This is a game to sharpen describing skills.

- Everyone needs to take off their shoes.
- Allow each student to spend time studying his/her shoes and coming up with four adjectives to describe them. They may write the adjectives down, if it makes it easier to remember.
- Place all the students' shoes in a pile.
- Ask the students to form a circle around the pile.
- Say, "The object of the game is to use adjectives to describe your shoes. The better your adjectives are, the fewer you will need for someone to guess what shoes are yours.
- Assign one student to be the first player. Ask the player to tell his/her first adjective. Ask if any other student can identify Player 1's shoes based on the adjective shared. If not, then Player 1 says his/her second adjective. The player's turn continues until someone can guess his/her shoes, or he/she has use all four adjectives.
- After a shoe is matched correctly to a player or all four adjectives are used without anyone identifying the shoe, the next player takes his/her turn.



Math

Word Problems

For younger students, the use of pictures or manipulatives might be needed to determine the answers to word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on *Rodzilla*.



- 1) Rodzilla stomps through town. He finds five cars nearby to stomp. He picks up one car and tosses it. How many cars remain?
($5 - 1 = ?$)
- 2) Rodzilla's nose drips and slimes on four pedestrians. It then drips again and slimes three more pedestrians. How many pedestrians does Rodzilla slime?
($4 + 3 = ?$)
- 3) There are six buildings along City Center Park. Rodzilla smashes five buildings to the ground. How many buildings are left standing along City Center Park?
($6 - 5 = ?$)
- 4) With a giant fire hose, two fire fighters take aim at Rodzilla, but it's a big job. So, one more fire fighter joins in to hose down the pudgy monster. How many fire fighters hose down Rodzilla? ($2 + 1 = ?$)
- 5) Rodzilla reaches Skyscraper Town and starts to climb a building with nine floors. He reaches floor number seven. How many more floors does Rodzilla need to climb to get to the top of the skyscraper? ($9 - 7 = ?$)

Tower Topple! Math Jenga

Turn your classroom into Skyscraper Town by transforming a simple Jenga game into a way to practice math skills. You can use this activity anytime by customizing the equations used to fit the standards being taught in class.

Tape or write a math equation on one side of each Jenga block. There are a total of 54 blocks.

Set up the game as usual, but have the math equations facing down. Play the game following the normal Jenga rules, except that when a student successfully pulls out a block, he or she must give the correct answer to the equation.

If the student answers correctly, his/her turn continues. If the answer is incorrect, play passes to the next player.

Any student may challenge an answer. If the challenger's answer is correct, he/she is the next player up. If the challenger is incorrect, he/she loses a turn.

The game ends when the tower falls. At that time, each student must grab a block and answer the equation on that block.

Science

I've Been Slimed!

Everyone knows that Rodzilla makes slime, but only a *scientist* can make some using these materials!

- 4-oz bottle glue
- borax
- water
- food coloring



To make slime, first create the following solutions:

Borax Solution

Take about a half cup of hot water and slowly stir in borax until it stops dissolving. The solution may be a little cloudy. That is fine. Use the liquid part for making slime, not the gritty stuff at the bottom of the container.

Glue Solution

The trick to making translucent, extra-slimy slime is using the right glue. Use white glue and the slime will be opaque. If you want clear jelly-like slime, use glue gel. It is usually pale blue, but a little food coloring can turn it any color.

1. Stir 4-oz of glue into 1 cup of water.
2. Add a couple of drops of food coloring. The radioactive chemistry green-yellow color is obtained by adding two drops of yellow to the bluish glue gel, or two

drops yellow and one drop of green coloring, depending how green you want the slime.

Make Slime

Mix together 1/3 cup of the borax solution and one cup of the glue solution. For bigger batches of slime, use one part borax solution and three parts glue solution. It is fine to use your hands for mixing.

Storing Your Slime

When not using the slime, keep it in a sealed plastic bag so that it won't dry out. It will stay moist and disgusting for a couple of weeks if stored in a bag in the refrigerator.

Social Studies

Kids Toys Around the World

Photographer Gabriele Galimberti created a series of images of children from 58 different countries with their favorite toys. From stuffed animals to musical instruments to baseball equipment, each photo also tells the age of the child and where in the world each child lives.



A slideshow of the images can be found online at:

<http://www.telegraph.co.uk/culture/photography/10729281/Toys-around-the-world.html?frame=2865613>

As a class, discuss a few of the photographs.

- Describe the child's toys.
- Are there any similarities to your own toys? Any differences?
- What predictions might you make about how the child plays with these toys?
- Where is the child located? Can you find their country on a map?

Additional photos and toys from around the world can be found at:

Over 20 Toys and Games from Around the World

<http://multiculturalkidblogs.com/2014/12/08/20-toys-games-from-around-the-world/>

What is your favorite toy? Pose for your own picture with your toy of choice.

Create Your Own Megalopolis

Bring from home one item found in the recycling bin (plastic bottles, tin cans, milk cartons, newspaper, etc.) and two or three toys.

Show the class a map of the town they live in. Have each student locate his/her house and the school.

Using all the items and some additional art supplies, create a map of the town which can be displayed in the classroom. Make sure to include each student's house and the school in the map.



Skyline Views

Gather postcards showing the skylines of various cities. Or conduct a search online and print out images of skylines.

Guide students to discuss and record in writing the unique qualities of each city: its buildings, landscape, and so on.

Then, after the skylines are described with words, cover the name of each city with a sticky note and allow the kids to match each city with the description of its skyline.

Create a Positive-Negative Space Skyline

Each student will need a sheet of black construction paper, a white crayon, scissors, glue stick, and a piece of colored construction paper.

Placing the paper horizontally, guide each student to draw a city skyline all the way from one side of the paper to the other. (Students could use the skyline postcards for reference.) Then guide each student to cut out his/her skyline along the white line.

The skyline portion is the positive space.
The part cut off is the negative space.

Students may then glue their city skylines onto a colored sheets of construction paper,
and display their work around the room.

