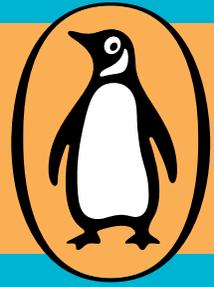


Penguin's Classroom Classics

Making Curriculum Connections!



An Educator's Guide to

Savvy



Ingrid Law

INSPIRE • ENGAGE • EDUCATE

The materials in this guide are aligned to Common Core State Standards for grades 4–6

PenguinClassroom.com

Dear Educator:

Thirteen is when a Beaumont's savvy hits—and with one brother who causes hurricanes, another who creates electricity, and a mother who does everything perfectly (even fail—when she wants to), Mibs Beaumont is eager to see what she gets. But just before the big day, Poppa is in a terrible accident, and now all Mibs wants is a savvy that will save him. Soon, Mibs finds herself on an unforgettable odyssey that will force her to make sense of growing up—and of other people, who might also have a few secrets hidden just beneath the skin.

About the Book:

Ingrid Law's Newbery Honor-winning book is peppered with a cast of quirky characters whose odd adventures captivate young readers' imagination, and even mimic their own adventures. Teachers use *Savvy* in a number of ways – as both a primary text for a lesson, as well as an independent reading selection for students. Here are some of the ways you can use *Savvy*:

- Introduce your students to fantasy and adventure novels, as it is coupled with the right amount of realism for everyone to enjoy.
- Create character studies and analyses with Law's inventive cast of characters! There's sure to be one that pique's every student's interest!
- Use the main plot and supporting ideas for creative writing prompts.
- Explore thematic connections: family, friendship, conflict resolution, understanding differences, and valuing uniqueness.
- Put on a reader's theater, adapting the book for a live production!

This six-week lesson plan incorporates writing prompts, class discussions, research topics, interactive projects, and integrates SMART board assignments that teachers can use as a comprehensive tool to teach *Savvy* in the classroom, or as a reference for specific topics or assignments. Each of the suggested activities in this guide align with Common Core State Standards for grades 4–5 in Language Arts.



About the Author:

Ingrid Law has sold shoes, worked in a bookstore, helped other people get jobs, and assembled boxes for frozen eggplant burgers. Having always been a fan of fantasy and science fiction, Ingrid believes strongly that such genres can ease a reader, young or old, through life's many challenges and journeys. She lives in Colorado, close to her family, friends, and the mountains, all of which help her from getting lost (even if there are cactus needles here and there). Ingrid's first book, *Savvy*, won a Newbery Honor medal in 2009.

★“Sending her young cast on a zigzag odyssey through the ‘Kansaska-Nebransas’ heartland, Law displays both a fertile imagination (Mibs’s savvy is telepathy, but it comes with a truly oddball caveat) and a dab hand for likable, colorful characters. There are no serious villains here, only challenges to be met, friendships to be made and some growing up to do on the road to a two-hanky climax.” –*Kirkus Reviews*, starred review

This guide was written by Andrea Burinescu, M.A.T. Andrea is a teacher at an independent school in White Plains, New York. She worked previously as a teacher at an inclusion classroom in Needham, MA.



Awards and Honors for *Savvy*

2009 Newbery Honor Book
Boston Globe–Horn Book Honor Award
An ALA Notable Book for Children 2009
Booklinks “Lasting Connection 2008”
New York Public Library “100 Best Books for Reading and Sharing”
A Bank Street College of Education’s Best Books of the Year
2009-2010 Texas Bluebonnet Nominee
2009-2010 Virginia Readers’ Choice Award Nominee
2010 New York State Reading Assoc. Charlotte Award Suggested Reading List, Primary
2009-2010 Keystone State Reading Assoc. Young Adult Book Award Nominee (PA)
2009 Kansas State Reading Circle Recommended Reading List
2009-2010 Maine Student Book Award Nominee
2009-2010 Black Eyed Susan Book Award Nominee (Maryland)
2009-2010 Rhode Island Children’s Book Award Nominee
2009-2010 Dorothy Canfield Fisher Book Award Nominee (Vermont)
2009-2010 North Carolina Children’s Book Award Nominee
2009-2010 Nene Award Nominee, Hawaii
2009-2010 New Hampshire Great Stone Face Book Award Nominee
2010-2011 Volunteer State Book Award Nominee, Tennessee
2010-2011 William Allen White Nominee, Kansas
2010-2011 Pennsylvania Young Readers Choice Awards Nominee
2010-2011 Rebecca Caudill Young Readers Book Award Nominee, Illinois
2010-2011 South Carolina Children’s Book Awards Nominee
2010-2011 Georgia Children’s Book Award Nominee
2011 Pacific Northwest Library Association Young Readers Choice Award Nominee
2010-2011 Land of Enchantment Book Award Nominee (New Mexico)
2010-2011 Arkansas Charlie May Simon Children’s Book Award Nominee
2011 Oregon Reader’s Choice Award Nominee ORCA
2011 Garden State Children’s Book Award Nominee, New Jersey
2012 Colorado Children’s Book Award Nominee
2012 Grand Canyon Reader Award Nominee, Arizona
2011–2012 Iowa Children’s Choice Award nominee



Classroom Lesson Plans for Savvy

Week 1: Chapters 1–6

Day 1 • Journal Entry #1—Savvy, A Blessing or a Curse?

- Students will maintain a reader's response notebook in which they can record their ideas and responses to specific prompts.
- In the first entry, students will discuss whether or not they would want to have a savvy.
- The response should include:
 - a) reasons why a savvy would be desirable, citing specific examples from the story or
 - b) reasons why having a savvy would be challenging, citing specific examples from the book.

Technology Integration: Create a blog on Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed the post, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

**Correlates to Common Core Standards: RL.4.1, 5.1; W. 4.1, 5.1

Day 2 • Simile Smash:

Ingrid Law uses similes throughout the story to enhance her descriptions of the setting, plot, and characters.

- Students should search for 3 similes in chapters 1–6 and record them on a strip of paper.
 - Students will break the similes apart and make a cut after the word "like" or "as" in each sentence.
 - Collect the first part of each simile in one pile and the second part of each simile in another.
 - Students take turns picking a paper from each pile and "smashing" them together to form a new simile.
- Technology Integration:** SMART Board: Simile Smash. Students will type their sentence fragments in two columns and drag sentence fragments together or connect them with a drawing pen on the notebook page to create new similes.

**Correlates to Common Core Standards: L. 3.1, 4.1

Day 3 • Character Cube:

- Using the cube template available at <http://www.innovativeclassroom.com>, ask students to create a character cube.
- Provide students with a list of character traits. Students will choose 5 traits that describe one character from the story. List each trait on a side of the cube with a quote from the text that shows evidence of the trait.
- On the sixth side of the cube, students will draw a picture of the character they have chosen.

Technology Integration: Students can create a bio cube for one of the characters in the book: http://www.readwritethink.org/files/resources/interactives/cube_creator/

**Correlates to Common Core Standards: RL.4.3

Day 4 • Journal Entry #2—Dear Diary

Mibs is used to keeping secrets and doesn't like to share her feelings.

- Students will write a diary entry from the perspective of Mibs.
- Students will discuss:
 - a) how she feels about her father's accident and having Miss Rosemary and her children at the house
 - or b) how she feels about having no friends and about her birthday plans.

Technology Integration: Kidblog.com. Students can post each journal response on the website. Once the teacher has reviewed it, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

**Correlates to Common Core Standards: RL.4.3; W 4.3, 5.3

Day 5 • Student's Choice • Radio Jars:

Grandma Dollop collected radio waves from her favorite songs and radio shows in jars.

- In groups, students will clip a current event news article from a student newspaper, i.e. *Time for Kids*.
- Students will write a summary of the article and put it in a cup or jar.
- Each group will present the summary from the current event to the class.

Technology Integration: Students can use <http://www.eduplace.com/ss/current/> to find articles for their summaries. Record broadcasts on a digital camera or flip camera and upload to a wiki page (<https://my.pbworks.com/>) for students to view.

**Correlates to Common Core Standards: RI 4.2; SL 4.2



Classroom Lesson Plans for Savvy

Week 2: Chapters 7–12

Day 1 • Tattoo Artist:

Mibs is able to know what Bobbi is thinking through the tattoo on her lower back.

- Students will design a tattoo for one of the other characters riding in the delivery bus.
- They will include speech bubbles that tell what the character is thinking and feeling.
- Post the designs around the classroom for students to see.

Technology Integration: Students can record the speech bubbles on www.blabberize.com and animate a selected clip art image.

**Correlates to Common Core Standards: RL, 4.3, 4.7, 5.7

Day 2 • Map It!

Mibs, Will, Bobbi, Samson, and Fish board the delivery bus in their hometown on the border of Kansas and Nebraska right off Highway 81. They expect it will take them to Salina Hospital. Instead, they turn toward Nebraska.

- Using a map or googlemaps as a reference, students will create maps of their own on poster board to track the children's route.
- Student maps should include a compass rose, map key, and markers of Kansas-Nebraska, Salina, and Highway 81.
- As the journey continues or at the end of chapter 34, have students locate new points on their maps. (See Cartographer's Completion Activity in week 6.)

Technology Integration: Students can use the website "Mapmaker Interactive" by National Geographic to design and print maps.

**Correlates to Common Core Standards: RL 4.3, 4.7; RI 4.7, 4.9

Day 3 • Chalk Talk

As Mibs learns more about what Bobbi is thinking, the reader learns more about the things the two girls have in common.

- Create a large Venn diagram on the smart board or whiteboard.
- Silently, students will come up and write down similarities and differences on the board.
- Use the completed diagram to launch a group discussion comparing and contrasting Mibs and Bobbi.

Technology Integration: SMART Board: Chart Talk. Students can type in responses into the Venn diagram in the SMART Notebook.

**Correlates to Common Core Standards: RL, 5.3; SL, 5.1

Day 4 • The Last of Lester's Pluck

Ingrid Law uses figurative language to describe characters and events from the story. On page 89 she writes, "...he asked with the sorry voice of a man who'd just lost the last of his pluck and he knew it."

- In pairs, have students look up the word pluck in the dictionary. Is there a definition of pluck that fits this sentence?
- In pairs, students will come up with a synonym for pluck as it is used in this sentence on page 89.
- Discuss why the author chose to write the sentence this way.
- Students will then find five other examples of figurative language from the story and record them in their reader's response notebooks.

Technology Integration: Visit "Gamequarium: Figurative Language" www.gamequarium.com/figurativelanguage.html to play games that review figures of speech or play "Figurative Language Jeopardy" online through the <http://www.superteachertools.com/jeopardy/usergames/Jan201003/game1263871251.php>.

**Correlates to Common Core Standards: L 4.5, 5.5; RL, 5.1, 5.4

Day 5 • Opinion Line-up

The characters in the story must make difficult decisions.

- Have students line up in the front of the room and post a sign on one side of the line that says "agree" and post another sign on the opposite end of the line that says "disagree".
- Ask students to line up according to their beliefs about the following questions:
 - Lester was right to let the children ride with him to Salina.
 - Fish was right to fight with Will to remove the picture of the sun from his hand.
 - Mibs should share her secret with Will.
 - Mibs was better off before she got her savvy.
- Have a class discussion during which students support their opinions.

**Correlates to Common Core Standards: SL, 4.1, 5.1



Classroom Lesson Plans for Savvy

Week 3: Chapters 13–19

Day 1 • Family Tree

- As a class, create a Beaumont Family Tree that also lists each family member's savvy next to his or her name. If the character doesn't have a savvy, list a special quality beside his or her name.
- Students will then create their own family tree. They should give each family member a savvy based on a special quality he or she possesses.
- Students can share family trees with the class.

Technology Integration: Students can create and print family trees using the template found on the Family Tree Magazine website. <http://kids.familytreemagazine.com/kids/FamilyTreeForm.asp>

**Correlates to Common Core Standards: RL 4.1, 4.3, 4.7, 5.3, 4.7

Day 2 • Circle Stage

- In chapter 14, Mibs considers that all people have special talents and abilities.
- Students will identify one of their own talents.
- In small groups, each student will take turns being a "sage." Classmates will circle around the student to learn more about his or her area of expertise.

**Correlates to Common Core Standards: SL 4.1, 4.4, 5.1, 5.4

Day 3 • Vocabulary Charades

- Each student selects an unfamiliar word from the text and locates the definition.
- Students are responsible for teaching the new word to the class by sharing the definition and illustrating the word in some way. They may choose to look up words on dictionary.com or visuwords.com.
- Each word is collected and listed on the board.
- Play charades. Students have to guess each word based on the actions of the actors.

Technology Integration: SMART Board: Vocabulary Charades. Students will each create a word balloon with a new vocabulary word. As the words are guessed through charades, the student who correctly guesses the word can pop the balloon on the page.

**Correlates to Common Core Standards: RF 4.3, 5.3; L4.4, 5.4

Day 4 • Beach Ball Bash

- Students will reflect on what has happened so far in the story by working in pairs to come up with a discussion question to pose to the class.
- Students will write the question on a piece of masking tape.
- Tape the questions onto a beach ball. Gather students in a circle and roll the ball to each student.
- Students will answer the question that their hands touch when they receive the ball.

Technology Integration: Students will write questions and answers on individual notecards. Use the SMART Board: Savvy Spin. Enter student questions and answers on a question flipper. Students will select a question to answer. They can flip the question to reveal the correct answer on the other side.

**Correlates to Common Core Standards: RL 4.1, 4.2, 4.3, 5.2, 5.3; SL 4.1, 4.2, 5.1, 5.2

Day 5 (2 parts)

A) Cause and Effect Map:

- Character choices lead to each new event in the story.
- Draw a cause and effect map to show what happens when Mibs make the choice to try to wake up the homeless man. What effect does that choice have on her? What new choices might it cause her to make? Use arrows linking the causes to the effects.

Technology Integration: Students can create cause and effect diagrams by selecting one of the graphic organizers on the Holt Interactive Graphic Organizer site: <http://my.hrw.com/nsmedia/intgos/html/igo.htm>

**Correlates to Common Core Standards: RI, 4.1, 4.5, 5.1, 5.5

B) Halfway Day:

Students are halfway through the story!

- In reader's response journals, students will summarize the story's main events in their own words.
- Students will meet in small groups to share their summaries.
- After students have shared, they will revise their summaries to more clearly depict story events.

Technology Integration: Students can review summary writing steps Wisc-Online: <http://www.wisc-online.com/objects/ViewObject.spx?ID=TRG2603>

**Correlates to Common Core Standards: RI, 4.1, 4.2, 5.1, 5.2; W, 4.2, 4.5, 5.2, 5.5



Classroom Lesson Plans for Savvy

Week 4: Chapters 20–26

Day 1 • Color Poems:

Momma tells her children, “You have to let your own know-how, your own unique color, shine through as a something-special.”

- Students will identify a color that best describes their unique “something-special.”
- Students will brainstorm words that correlate to the five senses to create color poems.
- A poem template is available through Read, Write, Think: <http://www.readwritethink.org/classroom-resources/lesson-plans/color-poems-using-five-375.html>
- Momma uses paint colors to demonstrate how to use just enough paint to show a “well-scumbled savvy” (p.185). Students can use watercolors to paint a border for their published poems.

Technology Integration: Students can publish poems on “Write an Instant Color My World Poem”: <http://ettcweb.lrc.k12.nj.us/forms/color.htm>

**Correlates to Common Core Standards: RL, 4.5; RL 4.5, 5.5; W, 4.3 (d)

Day 2 • Grammar Scattergories:

- Divide students into small groups.
- On the whiteboard or chart paper, create categories of parts of speech: adverbs, adjectives, plural nouns, etc. Students can help brainstorm the categories. Students should copy the categories onto group recording sheets.
- Choose a letter. Groups will have 5 minutes to locate and record words in the book, beginning with the chosen letter, that fit in each category.
- Groups can earn one point for every word they have found that hasn’t been listed by another group.

Technology Integration: SMART Board: Grammar Scattergories. Use the SMART Notebook to display categories, choose the letter for each round and list the words found by each group.

**Correlates to Common Core Standards: L 4.1, 5.1

Day 3 • Journal Entry #4—Is It OK to Tell a Lie?

In chapter 22, 23, and 24 Mibs lies to Lill because she believes, “It’s for her own good.”

- In reading response journals, students will discuss:
 - Is it ever okay to tell a lie?
 - Explain whether or not you believe Mibs was justified in lying to Lill. Would you have done the same?

Technology Integration: Kidblog.com. Students post each journal response on the website. Once the teacher has reviewed it, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student’s post.

**Correlates to Common Core Standards: RL.4.1, 4.3, 5.1; W. 4.1, 5.1

Day 4 • One Sentence, One Phrase, One Word

Authors write and rewrite until a sentence, phrase, or word is just right. Certain sentences, phrases, and words stand out to us as readers.

- Gather students in a circle. Each student should have a copy of the book.
- Ask students to select one sentence from the book that stands out to them. In a circle, have students share the sentence aloud, moving from one student to the next without pause.
- Repeat this activity again by choosing and reading a phrase and then one word.

**Correlates to Common Core Standards: SL 4.2, 4.4, 5.4

Day 5 • Heart Mapping:

In chapter 27, Mibs sees the picture of a heart from Will’s magazine and reflects that it is both sturdy and fragile.

- Students will create two heart maps: one for themselves and one for a character from the book.
- Provide students with two heart mapping templates. Inside the template, students will list people, experiences, and other things that are important to them.
- Students will then create a second heart map for a character in the book. For both heart maps, things that are most important should take up the most room and be written near the center of the heart.
- Students will compare both heart maps. What is important to the characters? What things take up the most space in their hearts?

Technology Integration: Students can compare themselves to a character in the book using the ReadWriteThink compare and contrast template: <http://www.readwritethink.org/files/resources/interactives/compccontrast/map.html>

**Correlates to Common Core Standards: RL.4.3, 5.3



Classroom Lesson Plans for *Savvy*

Week 5: Chapters 26–31

Day 1 • Journal Entry #5—The Value of Friendship

In the beginning of the story, Mibs doesn't have any friends. Now she considers Bobbi and Will to be her friends.

- In journals students will respond to the following prompts:
 - Describe what it means to be a friend.
 - What is the value of friendship?
 - What can we learn about ourselves from our friends?
 - What has Mibs learned from Bobbi and Will about herself? Use evidence from the story to support your response.

Technology Integration: Kidblog.com. Students post each journal response on the website. Once the teacher has reviewed it, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post.

**Correlates to Common Core Standard: RL.4.1, 4.3, 5.1, 5.3; W. 4.1, 5.1

Day 2 • Give Lester His Voice Back:

In chapter 28, Lester finally defeats the voices in his head. Mibs hears Lester's voice say, "Then I am a happy man."

- Ingrid Law has told us what characters are thinking through the tattoos that Mibs can hear.
- Choose a scene on the bus when Lester is hearing the voices of his ex-wife and mother. Rewrite the scene from Lester's point of view. What is he thinking and feeling about the Bibles, or about his decision to allow the children to ride the bus? What does he think and feel about Lill?

**Correlates to Common Core Standards: RL 4.1, 4.3, 5.3; W, 4.3, 5.3

Day 3 • Save Samson!:

Samson is locked up somewhere in Carlene's trailer.

- Using the descriptions in Chapter 29, each student will draw a picture of Carlene's trailer to use as a game board. Students will then select a hiding place for Samson (without drawing him in the picture).
- Students will create five comprehension questions from the story to ask to a partner.
- In order to find Samson and save him from Carlene, students will have to correctly answer the comprehension questions to earn a guess about where he is hiding. They will make their guess by placing a marker or game piece on a place in the picture.
- After answering all five questions correctly, partners will reveal Samson's hiding place.

**Correlates to Common Core Standards: SL 4.1, 4.5, 5.1, 5.5

Day 4 • Journal Entry #6—Character Review

By now the reader has learned a lot about many of the characters in the story.

- In reader's response journals, students will respond to the following prompts:
 - Which character is the most interesting to you and why?
 - What questions do you still have about characters in the book? Use evidence from the text to support your statements.

Technology Integration: Kidblog.com. Students post each journal response on the website. Once the teacher has reviewed it, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student's post. Students can create a trading card to represent the character they have written about using ReadWriteThink Trading Card Creator: http://www.readwritethink.org/files/resources/interactives/trading_cards_2/

**Correlates to Common Core Standards: RL.4.1, 4.3, 5.1, 5.3; W. 4.1, 5.1

Day 5 • Mood Post-Its

Throughout the story, the reader's mood changes as the characters experience happiness, sadness, embarrassments, etc.

- Provide each student with 5–7 Post-its.
- As a class, brainstorm a list of different moods people might feel as they are reading a book.
- Ask students to locate places in the story when they feel different moods throughout the plot.
- Read each of the moods brainstormed on the board.
- Ask students to read aloud selections from the story that support the mood being discussed.

**Correlates to Common Core Standards: RL.4.1, 4.2, 5.1, 5.2; RF, 4.4, 5.4



Classroom Lesson Plans for *Savvy*

Week 6: Chapters 31–37

Day 1 (to be completed at the end of the week) • Literature Circles:

- Students will prepare to meet in literature circles to discuss vocabulary, imagery, inferences, and a summary of events.
- Divide students into groups of four.
- Assign each student the role of Word Wizard, Discussion Director, Literary Luminary, or Summarizer.
- The Word Wizard is responsible for finding 5 new words in the chapters. The student will look up the definitions of these words and teach them to the rest of the group.
- The Discussion Director will come up with five inferential questions to discuss with the group.
- The Literary Luminary will find a specific passage that is meaningful or important. He or she will share that passage with the group. The group will discuss the importance of the passage.
- The Summarizer will retell the important events from chapters 31–37.
- Before meeting in literature circles, students will meet with the other people who were assigned the same role to compare notes.
- Lastly, students will meet in literature circles to discuss the last chapters.

**Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL.4.1, 4.2, 4.3, 5.1, 5.2, 5.3; Reading Literature: Craft and Structure RL, 4.4, 5.4; Language: Vocabulary Acquisition and Use, L 4.4, 4.5, 5.4, 5.5

Day 2 • Journal Entry #7

Ingrid Law repeats the sentence “You never can tell when a bad thing might make a good thing happen.” In reader’s response journals, students will respond to the following prompts:

- Using evidence from the text, give three examples of ways that bad choices led to good things happening to the characters in the story.
- Write about a time when a bad thing in your life led to a good thing happening.

Technology Integration: Kidblog.com. Students post each journal response on the website. Once the teacher has reviewed it, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student’s post.

**Correlates to Common Core Standards: RL.4.1, 4.3, 5.1, 5.3; W. 4.2, 5.2

Day 3 • “I Have a Theme” Posters:

Ingrid Law uses Mibs’s journey to teach the reader important life lessons.

- In small groups, come up with 3 important lessons or themes that emerged from Mibs’s experience.
- Students will create posters divided into three sections. Each section should include the lesson learned and quotes and illustrations of scenes from the book to support each theme.

Technology Integration: Kidblog.com. Students post each journal response on the website. Once the teacher has reviewed it, it can be published for other classmates to see. As a homework assignment or follow-up activity, ask students to comment on another student’s post.

**Correlates to Common Core Standards: RL 4.1, 4.2, 5.1, 5.2

Day 4 • Letter to Ingrid Law:

- Students will write a three-paragraph letter to Ingrid Law.
- In paragraph 1, students will introduce themselves and discuss their thoughts and feelings about the book.
- In paragraph 2, students will ask Ingrid Law questions they have after finishing the story.
- In paragraph 3, students will ask Ingrid Law questions about her experience writing the story and about being an author.
- Students should pair-edit letters and revise their work before publishing final copies to send.

Technology Integration: Students can type their letters using the ReadWriteThink website template: http://www.readwritethink.org/files/resources/interactives/letter_generator/

**Correlates to Common Core Standards: W, 4.1, 4.4, 4.5, 5.1, 5.4, 5.5

Day 5 • Heart Mapping:

Savvy is a story about a family with superpowers. Why do you think Ingrid Law chose to name these special qualities savvies?

- Students will look up the word savvy in the dictionary and copy the definition into their reader’s response journal.
- In reader’s response journals, students will respond to the following prompt:
 - Why do you think the author used the word savvy to describe these super-human qualities? Is there another word that would better describe these special qualities?

**Correlates to Common Core Standard: W, 4.1, 5.1; Language: L, 4.4, 4.5, 5.4, 5.5



Extension Activities for *Savvy*

Wax Museum Fair Finale

- Students will choose a savvy for themselves by brainstorming their greatest strengths.
- Ask students to write a short statement about their own savvy and publish it on a note card.
- Students will then create a costume and props to represent their savvy.
- They will present their savvy at a wax museum show.
- Put a sticker that represents a button on each student's desk. Students will stand still as if they are wax figures until someone comes by and pushes the button.
- They will then "come to life" and read from their note card to explain their savvy. Teachers may wish to invite parents or other classes to come in to class for the fair.

**Correlates to Common Core Standard Speaking and Listening: Presentation of Knowledge and Ideas SL, 4.4, 4.5, 5.4, 5.5

OR

Book Box:

- Ask students to bring in a cereal or cracker box from home.
- Students will write a summary of events to attach to the back of the box.
- On the front of the box, students will create a new cover for the book, including the title, author, an illustration, and some acclaim for the story.
- On one side of the box, students will write an opinion statement to attach, either recommending or not recommending the story, providing reasons for their opinion.
- On the other side of the box, students will draw an illustration of their favorite scene from the book.

**Correlates to Common Core Standard Reading Literature: Key Ideas and Details RL.4.1, 4.2, 4.3, 5.1, 5.2, 5.3; Writing: Text Types and Purposes W, 4.1, 5.1

★ "... [Law's] a natural storyteller who's created a vibrant and cinematic novel that readers are going to love." *-Publishers Weekly, starred review*

★ "Law's storytelling is rollicking, her language imaginative, and her entire cast of wacky, yet believable characters delightful. Readers will want more from first novelist Law; her first book is both wholly engaging and lots of fun."
-Booklist, starred review

"...Law has a feel for characters and language that is matched by few. With its delightful premise and lively adventure, this book will please a wide variety of audiences, not just fantasy fans. Definitely an author to watch."
-School Library Journal



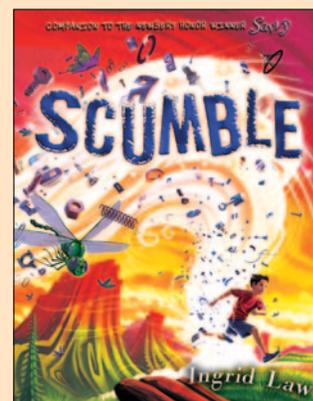
Discussion Questions for *Scumble*, the companion novel to *Savvy*

Encourage your students to read *Scumble*, and discuss the book with the following prompts:

1. At the beginning of *Scumble*, readers learn that Ledger's parents have postponed committing to attending Fish Beaumont's wedding due to their fears and apprehension about Ledger's savvy. Of what are they afraid? Do you feel their fear is warranted? Ultimately, do you think they make the right decision to go ahead and attend the wedding?
2. Ledger believes his father's biggest dream is that Ledger's savvy will make him lightning fast as a runner. Why does Ledger feel so disappointed when his savvy doesn't give him this extraordinary ability? What does he fear about his father's reaction? Do you think his reaction is appropriate?
3. Part of being a member of a "savvy" family is that "family rules said keep quiet" (p.4). Why is it so important that this "gift" remains a secret? What might be the consequences of others learning about the special savvies held by family members?
4. Ledger's parents decide to leave him and his sister, Fedora, with Uncle Autry for a portion of the summer; what do you believe their motives are in doing so? Do you think they've made the right decision?
5. What does Mr. Cabot hope to accomplish by foreclosing on businesses throughout the community of Sundance? How is his behavior an indicator of the larger issues with which he is dealing?
6. Sarah Jane's newspaper, the *Sundance Scuttlebutt*, is the source much consternation on the part of her father. Why is he so determined to have Sarah Jane discontinue creating her work?
7. What can be inferred about Samson Beaumont's choice to use his savvy—why do you believe he rarely "shows himself" to anyone but Grandpa Bomba? What does his willingness to be visible at the end of the story indicate?
8. Autry tells Ledger "Dude, you are a bulldozer" and "What a powerhouse. Imagine what you'll be able to do once you finesse that a little" (p. 89). How does Autry's statement foreshadow the ultimate benefits of Ledger's gift?
9. Ledger's sense of worth is largely based on what he believes his family expects of him. What are some specific things he does to slowly begin to believe in himself? How has his attitude been reshaped by the events of the story, and what lessons do you believe Ledger learns along his journey?

★"Readers will delight in the tall-tale tropes and Ledger's authentic physical, emotional, and artistic challenges."

—*Booklist*, starred review



A Q&A with *Savvy* author INGRID LAW



Q: What inspired you to write *Savvy* in the first person?

A: *Savvy* sprang to life in the first person and it never crossed my mind to write it any other way. Not only did it feel most appropriate to the tell-tale feel of the book—the American tall-tale tradition began, after all, as an oral tradition—but the first person point of view also puts the reader inside the narrator’s head. Ultimately, I am most interested in what is going on inside the protagonist’s heart and mind. The first person lends itself to that nicely.

Q: The importance of family is such a deeply rooted part of *Savvy*. Did you always see this particular theme at the core of your novel?

A: Our families, whatever they may look like, always affect who we are and who we become in some way. When writing a story about the challenges of growing up—even one that incorporates fantasy elements—the role of family shouldn’t be neglected.

Q: Can you describe your writing process? Do you have any quirky rituals you feel compelled to carry out as you work? What advice can you give to aspiring writers?

A: I like to work someplace quiet if I can: at home or sometimes at the library. That doesn’t mean I always get my wish; I’ve written in some pretty crazy places: airports, hospital cafeterias, sitting in my car, at a picnic table next to a pond, even at a grocery store—but my favorite place is at my home, sitting in a big, squishy chair.

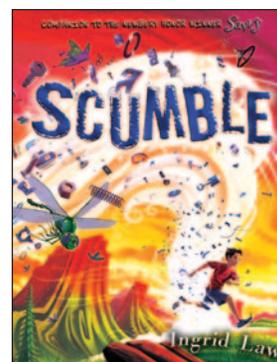
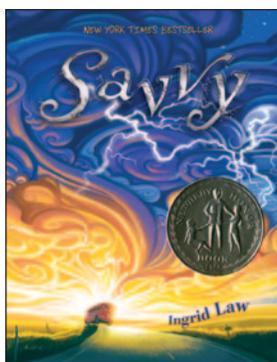
My best advice to aspiring writers? Trust your own voice and believe that your stories have value. You don’t have to write the way other people do. Be creative and have fun!

Q: What was the best part about receiving a Newbery Honor citation for *Savvy*?

A: *Savvy* was a joy to write, but while Mibs was learning to trust her own voice, I was too. The Newbery Honor was a wonderful validation of the courage it took to be myself and write the things that felt important to the story I wanted to tell. Aside from this personal sense of accomplishment, it is tremendous to know that, because of the Newbery Honor citation, *Savvy* will find its way into the hands of many more young people.

Connect with Ingrid Law on Skype in the Classroom! Visit penguin.com/skype or education.skype.com to learn more!

Don't miss
Scumble,
the companion to
Savvy



Penguin Young Readers Group
PenguinClassroom.com



@PenguinClass



PenguinClassroom