

A Teacher's Guide
Take Me To Your BBQ

By Kathy Duval & Adam McCauley



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Illustrations Copyright C 2013 by Adam McCauley
Disney – Hyperion Books
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Praise for *Take Me To Your BBQ*:

“The knee-slapping humor, retro feel of the illustrations and the included recipe for Willy’s special sauce serve up some spicy... fun.” -Kirkus

—
“Duval has a darned good time mixing up a stew of western and sci-fi tropes, while McCauley marshals his watercolors into earth tones for the desert and pastels for the UFO lights. Occasional wordless spreads let readers bask in the goofiness, and a recipe for Willy’s Out of This World Barbecue Sauce concludes.”

— Daniel Kraus, Booklist Review

About the Author

Kathy Duval is the author of *The Three Bears' Christmas*, a Bank Street College Best Children's Book of the Year, and *The Three Bears' Halloween*, both illustrated by Paul Meisel. Kathy lives in Texas - where else can she get the world's best BBQ, hear great Texas music, or look for UFO's? If there are people on other planets, she wants to meet them! Kathy recommends keeping a supply of green chili BBQ sauce on hand...just in case. Visit her at kathyduval.com.



About the Illustrator

Adam McCauley has illustrated many books for children, including *Wayside School is Falling Down* by Louis Sachar, Jon Scieszka's *Time Warp Trio* series, and *Oh No, Not Ghosts!* By Richard Michelson. He received a Society of Illustrators Gold Medal for his work on *The Monsterologist: A Memoir in Rhyme* by Bobbi Katz. He lives in San Francisco. When he's not riding around in his UFO, Adam loves to barbecue. Visit Adam at www.adammccauley.com.



The Activities in this Guide are linked to current learning standards. For detailed information on those standards, and for suggestions on how to use this Guide, please see pages 20 and 21.

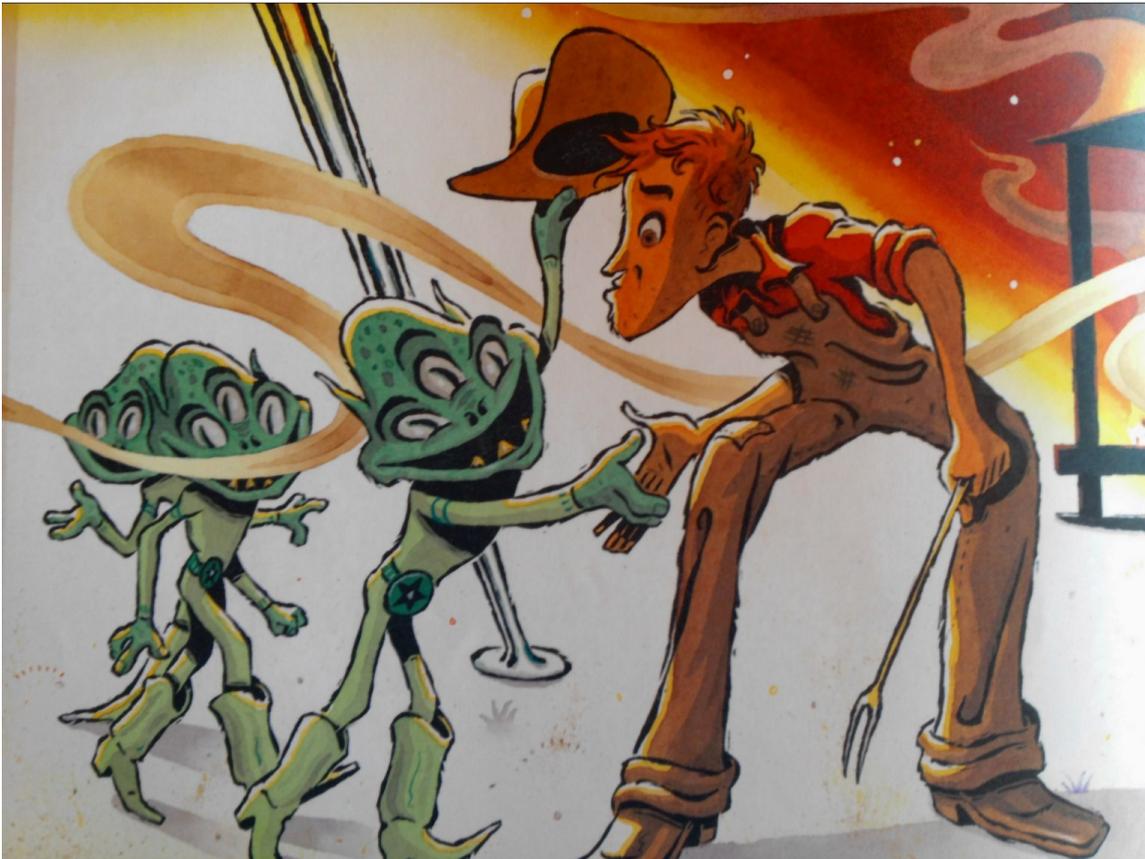
1. Book Walk

Tell the students that today they are going to meet a farmer named Willy who is visited by aliens from space. Introduce the book by reading the title as well as the author's and illustrator's names. Page through the book without reading the words and just look at the pictures. Ask the kids what they are **observing and noticing**.

Things that might come up (or that you might point out now or in subsequent readings):

- Notice the smoke from the grill...something's cooking! Look for the smoke on later pages and find out what's for dinner.
- What kind of animals does Willy have? *He has a dog, a cat, a cow and a chicken.*
- Where do you think this story takes place? *This story takes place on a farm somewhere in the southwest...maybe Texas!* Look at a map. Locate your class' home state, then find Texas or the general southwestern part of the United States.
- Can you see the UFO in the distant sky on the first full two page spread. **Predictions?**
- Check out the facial expressions on Willy, his pets and the aliens. What do they mean? *(Facial expressions show our feelings: scared, surprised, etc.)* Try some of these expressions as a class!
- Notice the colored beams of light coming from the UFO and the aliens peaking out of the UFO windows.
- How many eyes do the aliens have? *The aliens have three eyes!*
- Notice the stars on the belts of the aliens. Stars are also a Texas symbol! What are symbols? *A symbol is something that stands for a thing or an idea.* See if your class can come up with a list of symbols. Emoticons as well as street and airport signs are great examples that many kids are familiar with.

- Notice the chef's and cowboy hats. What does our clothing tell others? *It can tell people what our job is or what the weather is like where we live.*
- Notice the eating, dancing and musical instruments. These things make up a traditional BBQ!
- Farmer Willie is going up in the UFO ramp. Predictions?
- Farmer Willie holds a space BBQ on the fold out pages! What do you notice? *All the aliens are enjoying the party! Some are eating and some are playing instruments with Willy.*
- The aliens left down on earth are farming. How do you think it is going for them?



2. Read!

- **Read** the story and **enjoy!** If you are reading this book as part of a study on space or on people from different cultures, decide when to intersperse the following readings and activities.
- Read the book through once with no interruptions so your kids can appreciate the **story**, **rhythm** and **illustrations**.
- Leave time for **open responses** at the end.
- Reread the book as often as you can in the coming days. Since the following activities will likely be done on different days, read the book again at the start of each lesson, encouraging kids to **choral read** or even take turns **solo reading** as they become more familiar with the story.
- In subsequent readings:
 - Highlight **words and ideas that may be unknown:**
 - What is a UFO? *Those letters stand for “unidentified flying object.” That means something people see in the sky that is mysterious – not a star or a plane...maybe a spaceship!!*
 - Are Willie’s “yippee ki-yo’s” real words? *“Yippee” is a real word that means hooray and that someone is very happy about something. In this book the author uses “yippee” as part of all kinds of longer words, some of which have traditionally been used by cowboys to call and keep their cattle together. Plus, the fun song-like words made for some great rhyming opportunities for our author!*
 - What does “unearthly” mean? *“Unearthly” describes something that does not usually occur or happen on our earth, like the huge “unearthly” platter that is the spaceship in our story!*
 - What does “scorch” and “charred” mean? *These words mean burned or burned to black.*

-What are the words “pardner” and “taters” about? *These are western cowboy ways of saying “partners” and “potatoes.” Sometimes authors use words like these to let the reader know when in history or where in the country or world a story is taking place. The way people talk changes over time and people who live different places have different languages, accents and ways of talking.*

-What does it mean to “do-si-do” or “two-step”? *These are words that describe dance moves. A “do-si-do” is something that is done in a kind of dancing called square dancing. A “two-step” is a move that is usually done in country-western dancing.*

-What kind of “holiday” is Willie going on? *In this case, “holiday” is used to mean vacation and he is going to space!*

-What are the funny names on the star pages? *These are the names of actual stars in space!*

- As you read, introduce the ideas of **character** and **setting** and identify each in this book. *This book takes place on a farm, probably someplace in the west, based on words used (like “pardner”) and on the idea of eating BBQ. Maybe it takes place in Texas since that’s where our author lives!*
- Although written for older children, the April, 2013 issue of [Cobblestone’s Faces magazine](#) is a great resource if you wish to explore the **culture**, **geography** (including amazing star gazing in the southwest!) and **geology** of the American southwest in more depth with your kiddos.
- Introduce the idea of **rhyming words** (*space/place, stop/drop*) and see if kids can identify some pairs on their own. Keep a list!
- This is a good time to talk briefly about **fiction and nonfiction**. What is the difference? *“Take Me To Your BBQ” is fiction. A report on space or the history of Texas is nonfiction.* Talk about aliens and the fact that although many

people wonder if there is life in outer space, we have no **evidence** or proof that there are aliens like we have met in our book. The aliens in this book seem really different from Willy, just like people who live in other cultures can seem really different from us. But Willy and the aliens also have some things in common. Let's find out more! (See Activities #3 and #4.)

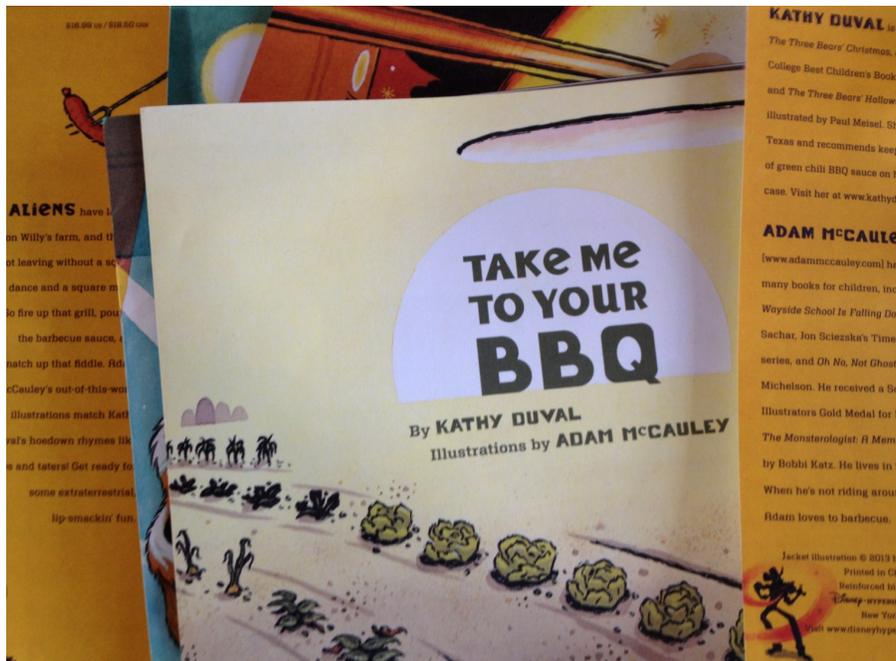


3. Book Talks

Following subsequent readings, discuss the following with your students:

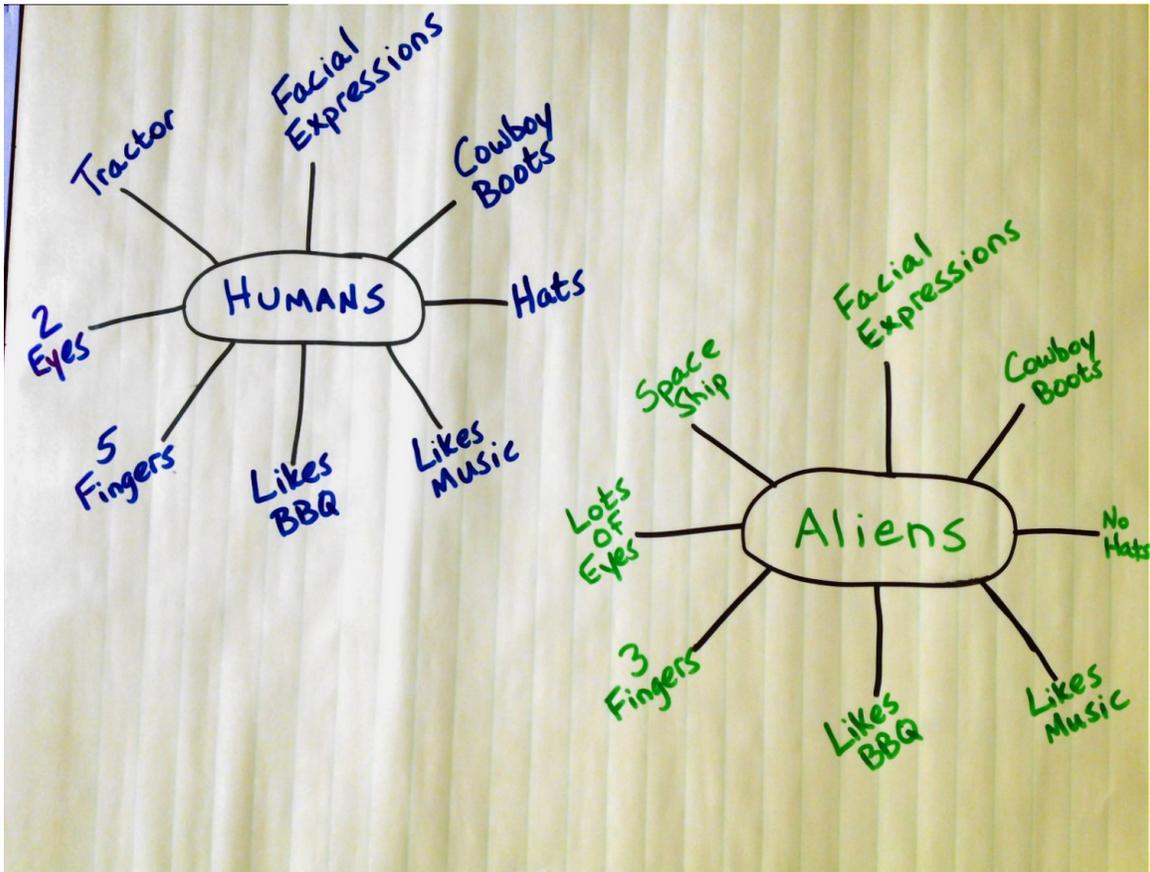
- What is this book called? *The book is called “Take Me To Your BBQ.” This is the **title** of the book.*
- What kind of book is this? *This book is a **picture book** or a **storybook**.*
- What is an **author**? *The author is the person who wrote the words. The author of this book is named Kathy Duval.*
- What is another name for an author? *Another name for an author is a writer.*
- What is an **illustrator**? *An illustrator is the person who made the pictures. The illustrator of “Take Me To Your BBQ” is Adam McCauley.*
- What is another name for an illustrator? *Another name for an illustrator is an artist. Sometimes the same person writes the words and makes the pictures for a book. Sometimes two different people do it.*
- What is this called? (pointing to the **cover**) *This is called the cover!*
- What is the cover's job? *The cover keeps the pages together and protects the book.*
- What does the cover tell us? *It tells us the title of the story and also who the author and illustrator are. The pictures also give us some clues about the story.*
- What is this called? (pointing to the **jacket**) *This is called the jacket!*
- What is the purpose of a book jacket? *The jacket gives extra protection to the book. The jacket flaps tell us more about the book. The front flap usually tells us a little about the story. Read front flap out loud. The back flap usually tells us a little about the author and illustrator. Read back flap out loud.*
- What is this? (pointing to **title page**) *This is the title page.*

- What does a title page tell us? *The title page tells us the title and author and illustrator's names again. It also tells us where the book was made, what company made it and when.*
- Do all the letters look the same size? *No! Some are bigger. These are called **capital or upper case letters**. Point out examples in the story. These letters tell us a new sentence is starting. They also tell us if a word is really important, like part of a title, someone's name or a holiday.* Write some examples on the board or chart paper.
- What about some of these little marks we call punctuation? Show some examples in the book. Why are they there and what are they called? Punctuation gives us clues about how to read a story. A period tells us a sentence is ending. A question mark tells us a sentence is asking a question. An exclamation mark tells us the sentence is exciting. Show examples in the book and write the punctuation marks on the board or chart paper.



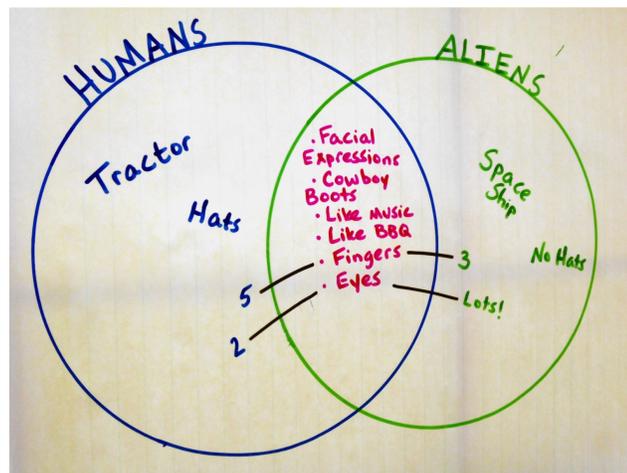
4. Alien/Human Graphic Organizers

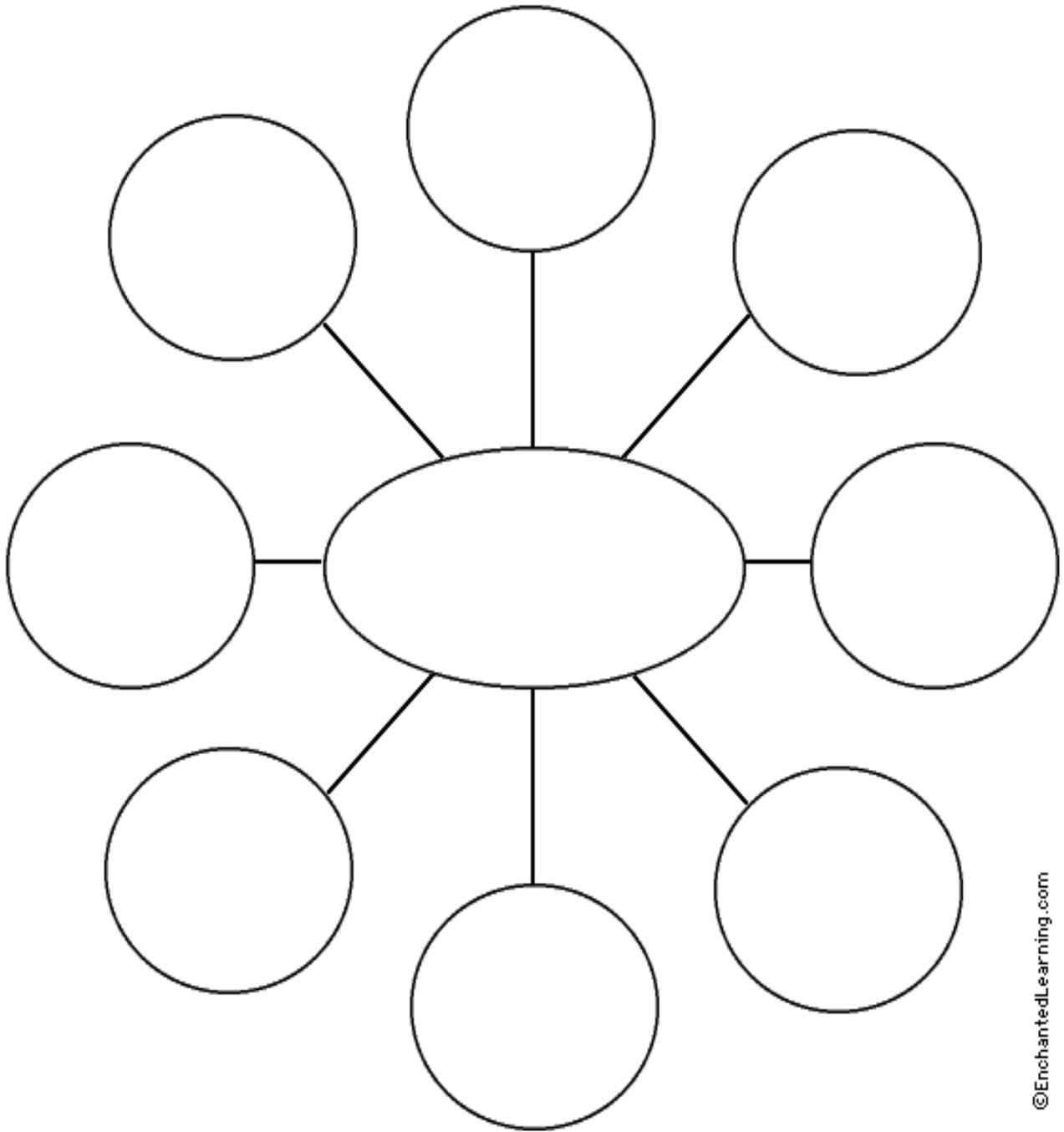
- Post two enlarged blank **graphic organizers** (samples below) in the front of your classroom.
- Tell the kids you are going to **compare** the aliens in this book to humans and write those two words in the center of your graphic organizers.
- Fill the surrounding information bubbles with information gleaned and learned from the story and illustrations in our book.
- See sample below for ideas!



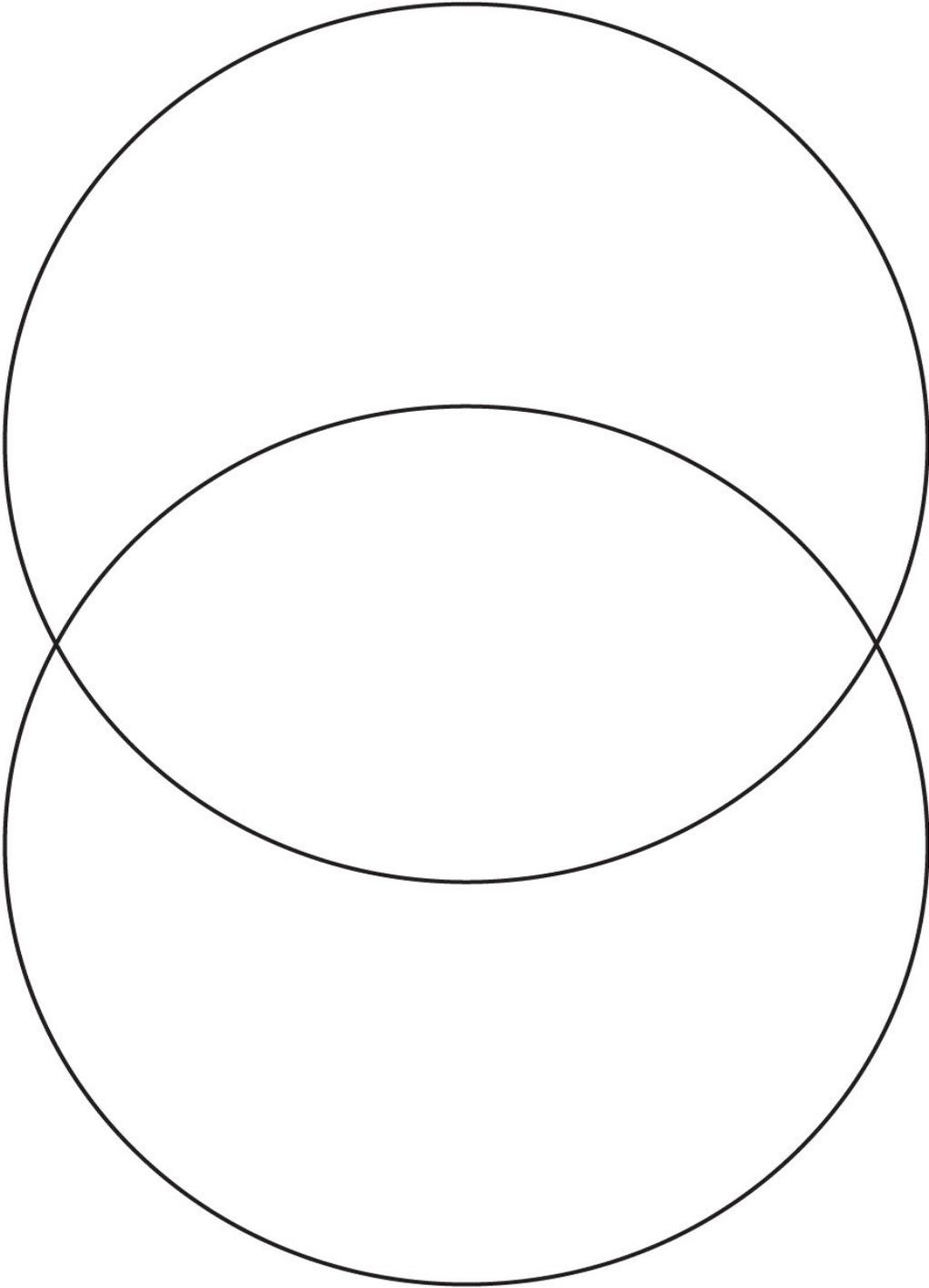
5. Human/Alien Venn Diagram

- Post an enlarged **Venn diagram** (sample below) in front of the class.
- Explain to your students that you are going to transfer information from your graphic organizers to a Venn diagram. Venn diagrams allow us to compare two things to see how they are alike and how they are different. Let's find out how aliens and humans are alike and different!
- When you are finished, conclude the lesson with a conversation about **organizing information** and about **similarities and differences**.
- Extension activity: Working in small groups, use individual copies of blank graphic organizers and a Venn diagram (templates included) and compare two things of interest to the students. For example, compare two holidays, two families, cities and rural life, or two characters from a favorite book or computer game. The possibilities are endless! Now your kids can use these methods of organizing and comparing information in the future. This is a great activity to return to anytime you want to explore the idea of differences and similarities with your students.





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6. Space – For Real!

- If you are studying **space in science**, it works well to read “*Take Me To Your BBQ*” as part of your space lessons. It is fun and exciting to learn about real space and the following book and song are great ways to add to your studies!
- Read the following book to your students: “*The Planets In Our Solar System*” by Franklyn M. Branley, illustrated by Kevin O’Malley. [Planets-System-Lets-Read-Find-Out-Science](#)
- Post the words to the following song in your room and teach it to your students. Make up **movements** to go with the song, having the children move around certain objects in your classroom while the singing of this song.

Sung to: "The Farmer in the Dell"

www.preschooleducation.com

The Earth turns around,

The Earth turns around.

Once a day, every day,

The Earth turns around.

The moon goes round the Earth,

The moon goes round the Earth.

Once a month, every month,

The moon goes round the Earth.

The Earth goes round the sun,

The Earth goes round the sun.

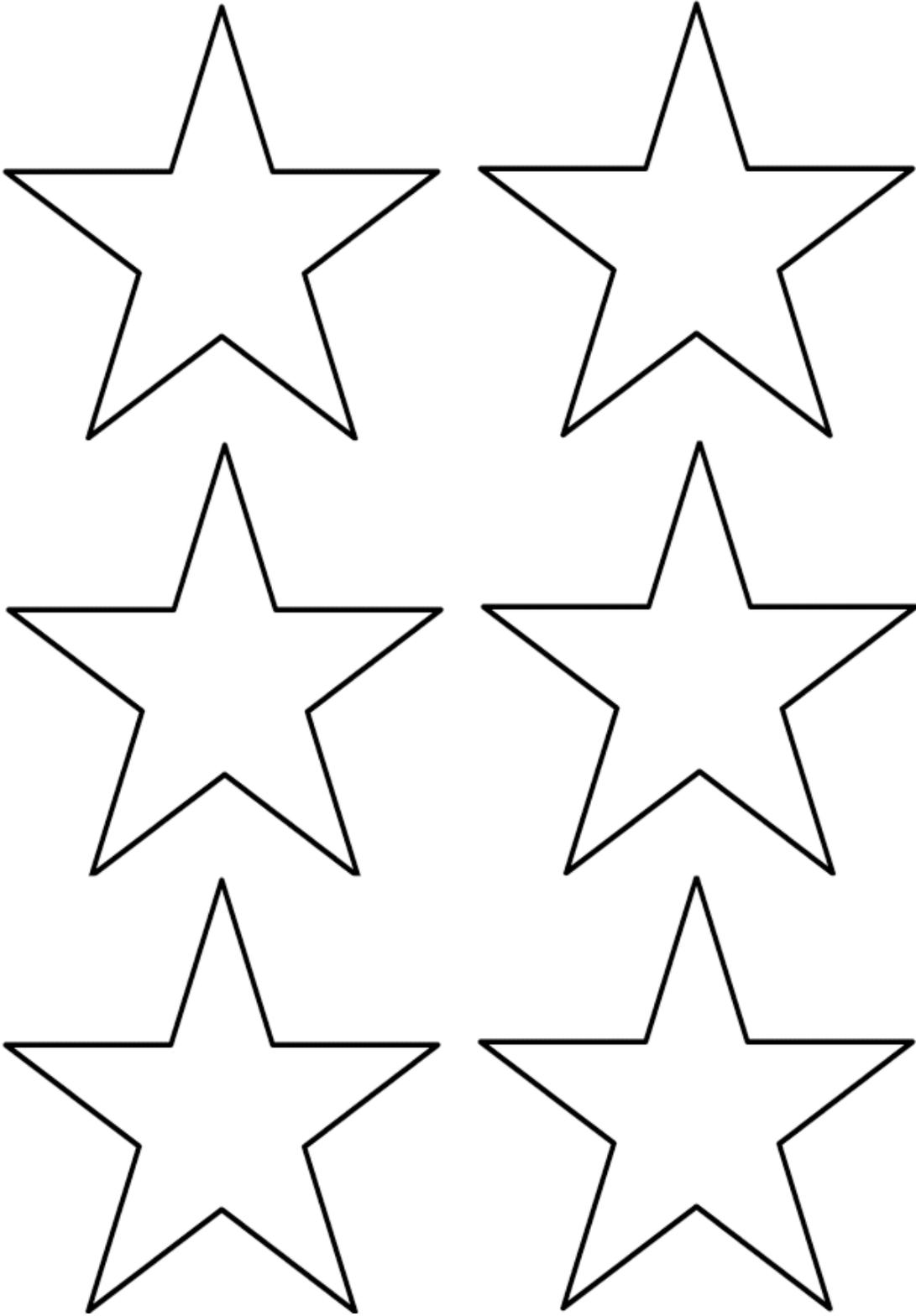
Once a year, every year,

The Earth goes round the sun

7. Space – In Our Imaginations!

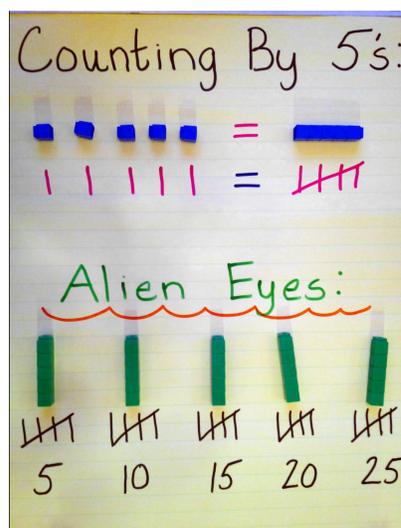
- After getting to know the difference between fiction and nonfiction, it is fun to **create** our own idea of what space is like! Tell the kids that they are going to get to create their own “**constellation**” of stars. *A constellation is a group or arrangement of stars, like the Big Dipper or Orion's Belt. Constellations are usually named for the shape of an animal or object they look like.*
- Using the included template, encourage your kiddos to decorate and arrange their stars into a constellation that they can name. See samples below. Again, this can be a fun addition to any space study already underway in your classroom or just a fun art activity anytime!





8. Five Little Aliens – Counting By Fives

- Let's learn (or review) how to **count by fives** and how to use **tally marks**!
- First, page through “*Take Me To Your BBQ*” with your students and count the aliens. How many aliens come to Willy's farm? *There are five aliens who come to Willy's farm!*
- Depending on where you are in your math studies, use counting cubes, students' bodies, everyone's hands, etc. to practice counting by fives.
- Once you have taught/reviewed counting by fives orally, introduce the idea of using tally marks to count by fives quickly and easily.
- Using tally marks and the final fold-out page at the end of our story, count how many alien eyes there are at Willy's space BBQ! (*There are 25 if you presume that the alien using the straw only has one eye – 26 if your class decides he has two - and if you don't include the eyes in the shadowy background, or the eyes of Willy and his dog! Don't forget the one alien on the far right!*) This can be done in small groups and then totals can be compared for **accuracy**. Figure out a final total with the whole class.



9. A Puppet Show

- At a center or in small groups, arrange for your students to **design** and **create** alien sock puppets. With adult supervision, use a glue gun or craft glue to add googly eyes to your aliens. See samples below.
- The following rhyme reinforces our “fives” work and is a great **chant** for the kids to use for small-group or a whole-class puppet show **performance!**

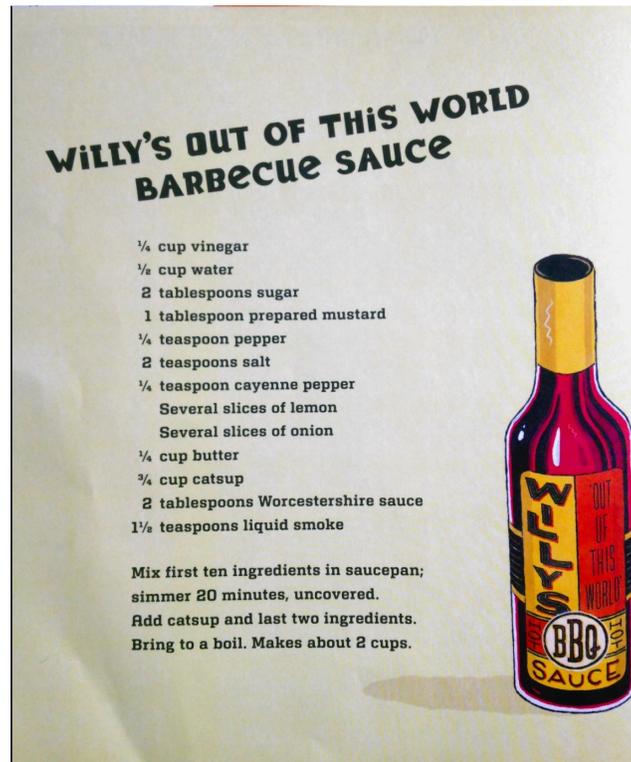
Five little aliens flying out in space.
The first one said, “Let’s have a race!”
The second one said, “Watch me go!”
The third one said, “That’s so slow!”
The fourth one said, “My ship’s fast!”
The fifth one said, “I’m always last!”

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10. Come To *Our* BBQ!

- Celebrate with a traditional western BBQ!
- Ask parent volunteers to help organize a potluck including potato salad, watermelon and lemonade.
- And, of course, serve “Willy’s Out of This World BBQ Sauce” on wings, fries or sweet potato fries.
- A simple version of the above BBQ can be just as fun! Ask a parent volunteer to buy or mix up a batch of BBQ sauce and offer it at snack time for dipping with sweet potato fries, veggies, chicken tenders, etc.
- During your class BBQ, enjoy some knee-slapping fiddle music: [Texas Cowboy Song](#), [Texas Fiddle Song](#)
- This is another great time to talk about different family or cultural traditions, how they differ and what they have in common.



A Guide to This Guide:

- The Activities in this Guide were created with **pre-school and kindergarten** children in mind and informed by the **standards*** detailed below as well as by [Blooms Taxonomy](#), [Gardner's Multiple Intelligences](#) and [Quadrant D Strategies](#). Activities can easily be **adjusted** to meet the needs of your most **fragile and/or most advanced learners**.
- Activities go well within a study on **space or a social studies unit on similarities and differences between people or cultures**.
- Activities are laid out in a **suggested order**, but do what works best for your classroom!
- Key concepts are in **bold** and possible responses are in *italics*.

*Standards used to create the Activities in this Guide:

For Pre-Schoolers:

- **Early Learning and Development Guidelines** as suggested by the [NAEYC and NAECS/SDE](#):
The following Domains are addressed throughout: cognitive, social, emotional, physical, and language development, motivation and approaches to learning, as well as discipline-specific domains including the arts, literacy, mathematics, science, and social studies.

For Kindergartners:

- **[Common Core For Language Arts](#)**:
[Literature](#), [Foundational Skills](#), [Writing](#), [Speaking & Listening Language](#)
- **[Common Core for Mathematics](#)**:
[Mathematical Practices](#), [Counting & Cardinality](#), [Operations & Algebraic Thinking](#), [Number & Operation in Base Ten](#)
- **[National Council for Social Studies](#)**
The following [Thematic Strands](#) are addressed throughout:
culture, time/continuity/change, people/places/environments, individual development/identity, individuals/groups/institutions.
- **[Next Generation Science Standards](#)**: (2/13 draft)
[Earth Space Science Progression](#): The Universe and Its Stars (p. 2)
[Earth Space Science Progression](#): Earth and The Solar System (p.2)

- **California Visual and Performing Arts Content Standards:**

Dance [Artistic Perception, Creative Expression](#) (p.4)

Music: [Creative Expression; Aesthetic Valuing; Connections, Relationships Applications](#) (p. 44 &45)

Theater: [Artistic Perception; Creative Expression; Aesthetic Valuing; Connections, Relationships, Applications](#) (p. 84-85)

Visual Arts: [Artistic Perception, Creative Expression](#) (p.125)

- **California Physical Education Content Standards**

[Motor Skills and Movement Patterns, Movement Concepts and Strategies, Physical Fitness, Psychological and Sociological Concepts](#) (p. 1-4)