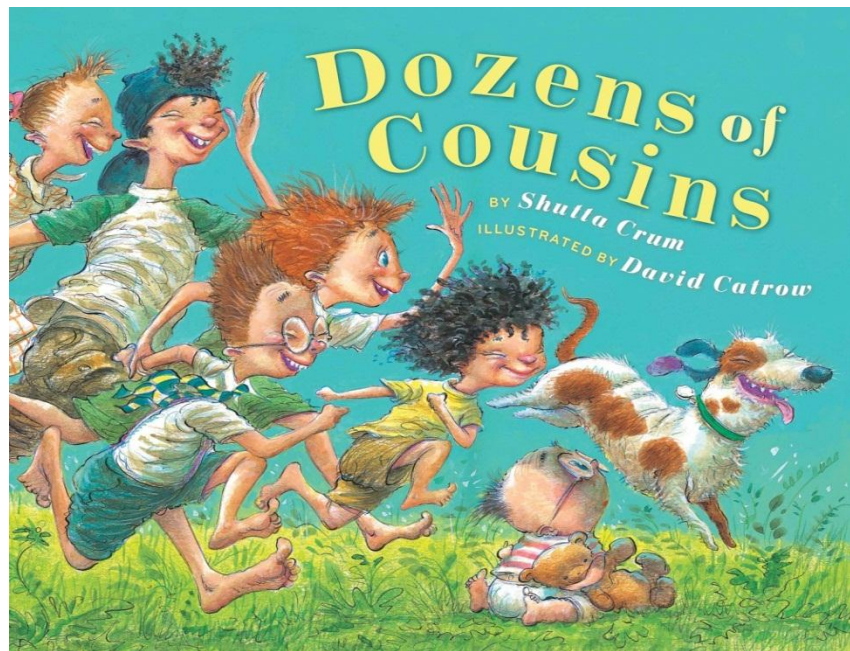


A Core Curriculum State Standards Annotated

Teacher's Guide for



Written by Shutta Crum

Illustrated by David Catrow

Published by Clarion Books

Guide Created by Debbie Gonzales

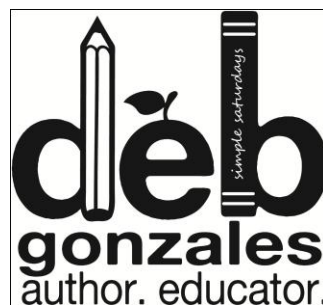
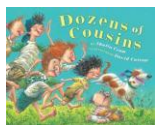


Table of Contents

Pre-Reading Questions – Take a Book Walk	3
Discussion Questions	4
The Family Tree.....	7
The Family Tree Match-Up Master	8
The Family Tree Match-Up Matrix.....	9
The Family Tree Match-Up Picture Labels	10
<i>Dozens of Cousins</i> - A Family Poem.....	11
Poem Warm-Up Sheet	13
<i>Dozens of Cousins</i> Poem Grid.....	14
Picto-Crossword Puzzle	15
Picto-Crossword Puzzle Answers	16
<i>Dozens of Cousins</i> Diorama.....	17
Core Curriculum State Standards Annotations.....	20
English Language Arts: Reading-Literature	20
English Language Arts: Writing	22
Acknowledgments.....	23



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

Pre-Reading Questions – Take a Book Walk

Consider the front and back covers of *Dozens of Cousins* by discussing the following questions:

- The title of the book is *Dozens of Cousins*. Can you guess what the story may be about?
- Do you have any cousins? What are their names? Where do they live? Do you get to see them often?
- How many objects are in a dozen? Is it a small amount or a large amount?
- What is happening in this book cover illustration?
- Where are these children going?
- How do these children feel?
- Are these children friends or family? How do you know?
- Where are they?
- What do you think this story is going to be about?

Click [HERE](#) to access a book trailer for *Dozens of Cousins* and discuss the following questions.

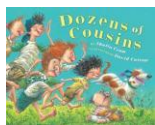
- What does this trailer suggest that the story will be about?
- How do the sound effects help to create mood and enthusiasm for the story?
- How does this trailer make you feel?

Meet the author – Shutta Crum.

- Describe how an author tells a story. What tools do they use?
- Author Shutta Crum has an unusual name that she likes a lot. Click [HERE](#) to listen to Shutta tell where her unusual name came from.
- It says on the book cover back flap, that Shutta grew up with “...eighteen aunts and uncles and so many cousins she couldn’t count them all!” How do you think Shutta’s childhood influenced the writing of this book?
- Click [HERE](#) to access Shutta’s website and find out more about the author of *Dozens of Cousins*.

Meet the illustrator – David Catrow.

- Describe how an illustrator tells a story. What tools do they use?
- What is the difference between a picture and an illustration?
- Click [HERE](#) to watch a series of videos in which David talks about the inspirations for his illustrations and to watch him actually draw!
- Click [HERE](#) to access David’s website and find out more about the man who illustrated *Dozens of Cousins*.



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

Discussion Questions

*Oh, we are hungry ogres, my cousins and I.
As kinfolks gather once again,
we spill out of cars,
snatch up greetings, stuff ourselves
on hellos and howdys.
A beastie family reunion!*

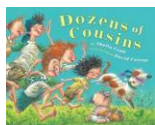


- Ogres are large, hideous monsters who are very strong and have huge appetites. How can this group of cousins be like ogres?
- Tell how these ogres of cousins might “stuff themselves on hellos and howdys.”
- A beast behaves like a wild animal. Describe how you think this group of children might act like wild animals?
- Have you ever acted as wild as a beast? Tell when you did. Did you have fun doing so?
- Have you ever felt strong and hungry like an ogre? Tell when you did. Did you have fun doing so?
- Tell of a time when you played so strongly in a group of kids like yourself. Was it fun?

*With bare arms, bare legs, bare feet,
we race through the world,
snatching it up and eating it,
running with hearts hungry for hugs
and tummies hungry for treats.
Yummy beastie food!*



- What do you think is meant by the line “...we race through the world, snatching it and eating it?” Are the cousins really eating the world?
- What do you think the line “...hearts hungry for hugs” means?
- Do you think that, when these cousins are together, a special kind of power is generated? If so, can you explain it?
- These cousins come together once a year at the annual family reunion. Could it be that their excitement to be with one another has created this ogre-like, beastie energy? How so?
- Tell of a time that you felt energized and powerful when you were with kids that you enjoyed being with.



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

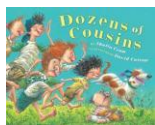
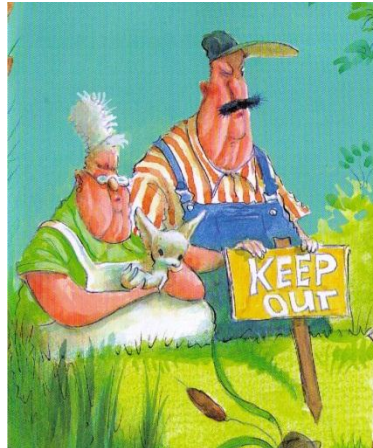
*We grow bolder.
Everything is good.
Everything is luscious.
We are shapers of clay and masters of wood and stone.
We are drummers of song and magicians of laughter.
Our hair, spiked with mud,
proclaims us astounding.*



- Study the illustrations. What are some clues to say that the cousins are getting out of control?
- Consider the text. What are some lines that suggest that the cousins are getting very wild?
- Tell of a time that you played so very hard that you became a “magician of laughter.”
- Can you see how this wonderful wild play is making the cousins feel powerful?
- What are some of the words in this section that suggest that the cousins are ogres?
- What are some of the words in this section that suggest that the cousins are beasties?
- What does it mean to be a “master of wood and stone?”
- Would you like to be playing with these kids? If so, why? If not, why not?

*We feel the world tremble
as they catalog our every monstrous deed –
our every gift to gods of mud and summer.
Safe behind grandparents, who solemnly listen,
we peer around and call out our apologies.*

- Tell the story of this illustration.
- How is this illustration different than the one before?
- How is it the same as the illustration before?
- Consider the people holding the Keep Out sign.
 - What are they saying?
 - How do they feel?
 - Explain how you know this.
- Why are the children still and quiet?
- How do the grandparents feel?
- Describe what you think will happen afterwards.
- Have you ever had an experience like this? When you broke a rule and got caught? If so, retell the story.
- Look through the book and see if you can find the unhappy people in another illustration.



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

*We pile our plates high – a beastie feast –
pack tight together, and fidget,
longing to plunge our teeth
into the sweet juiciness of the world.*

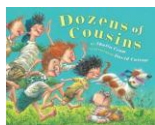


- Have you ever packed together and fidgeted with eagerness to eat delicious food?
 - When did this happen?
 - Where were you?
 - Who was with you?
 - What kind of food were you eager to eat?
 - Was it wonderful? As wonderful as you anticipated it to be?
- How can the world be sweet and juicy when these cousins are packed close together?
- Could it be that the world seems better when they are together? If so, why?
- Do you have friends or family members that make your world seem sweeter and juicier when you're together?
 - If so, tell about these people.
 - How often do you get to see them?
 - Is it fun to be with them, no matter what?

*Oh, we are weary ogres!
We float, munching on tasty words
that well up in stories,
and on the soft lapping of laughter.
Ahhhh, tender beastie food.*



- Define the word “weary.”
- Consider the darker blue and bright green tones of this illustration. Describe the mood these colors set.
 - Is it a cheery, active, lively mood?
 - Is it a more restful, peaceful, drowsy mood?
 - Is it a “weary” mood?
- These weary ogres are still eating beastie food.
 - Tell what they are still munching on.
 - How can someone munch on tasty words?
- Explain how the “soft lapping of laughter” can be tender beastie food.
- Could it be the cousins are trying to soak up as much of the delicious goodness of the day, a day that they wished would never end?
- Tell about a time that you had so much fun you wished it would never end.



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

The Family Tree

*But our grandma still loves us.
Our grandpa loves us, too.
Between kisses, we eat them up!*

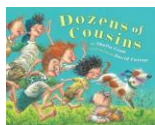
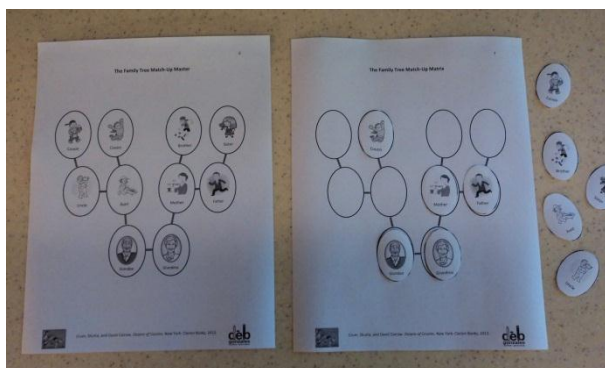
Objective: To comprehend the basic structure of a family tree, the foundation of genealogical studies, in a manipulative, game-like manner.

Materials:

- Computer printer
- Scissors
- Glue stick
- The Family Tree Match-Up Master (pg. 8)
- The Family Tree Match-Up Matrix (pg. 9)
- The Family Tree Match-Up Picture Labels (pg. 10)

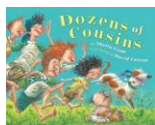
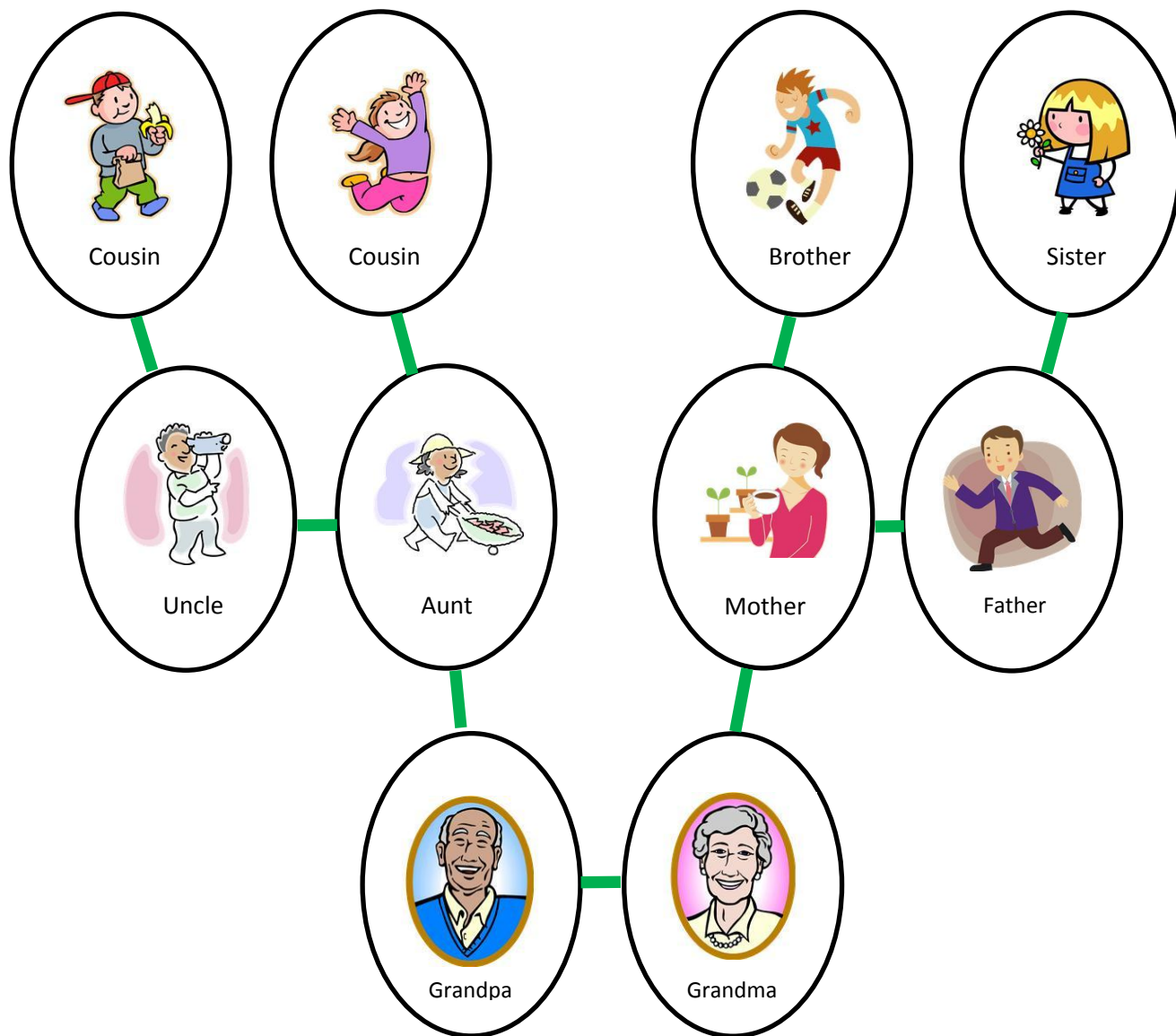
Procedure:

- Print The Family Tree Match-Up Master, Matrix, and Picture Labels.
- Trim around the edges of The Family Tree Match-Up Picture Labels.
- Using the The Family Tree Match-Up Master as a guide, place the picture labels in the correct blank spaces on the The Family Tree Match-Up Matrix.
- Use glue stick to secure label in the correct space.
- Notice the green lines connecting the family members. Discuss how the family shares ancestry, beginning with the grandparents.



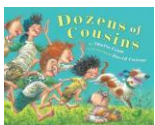
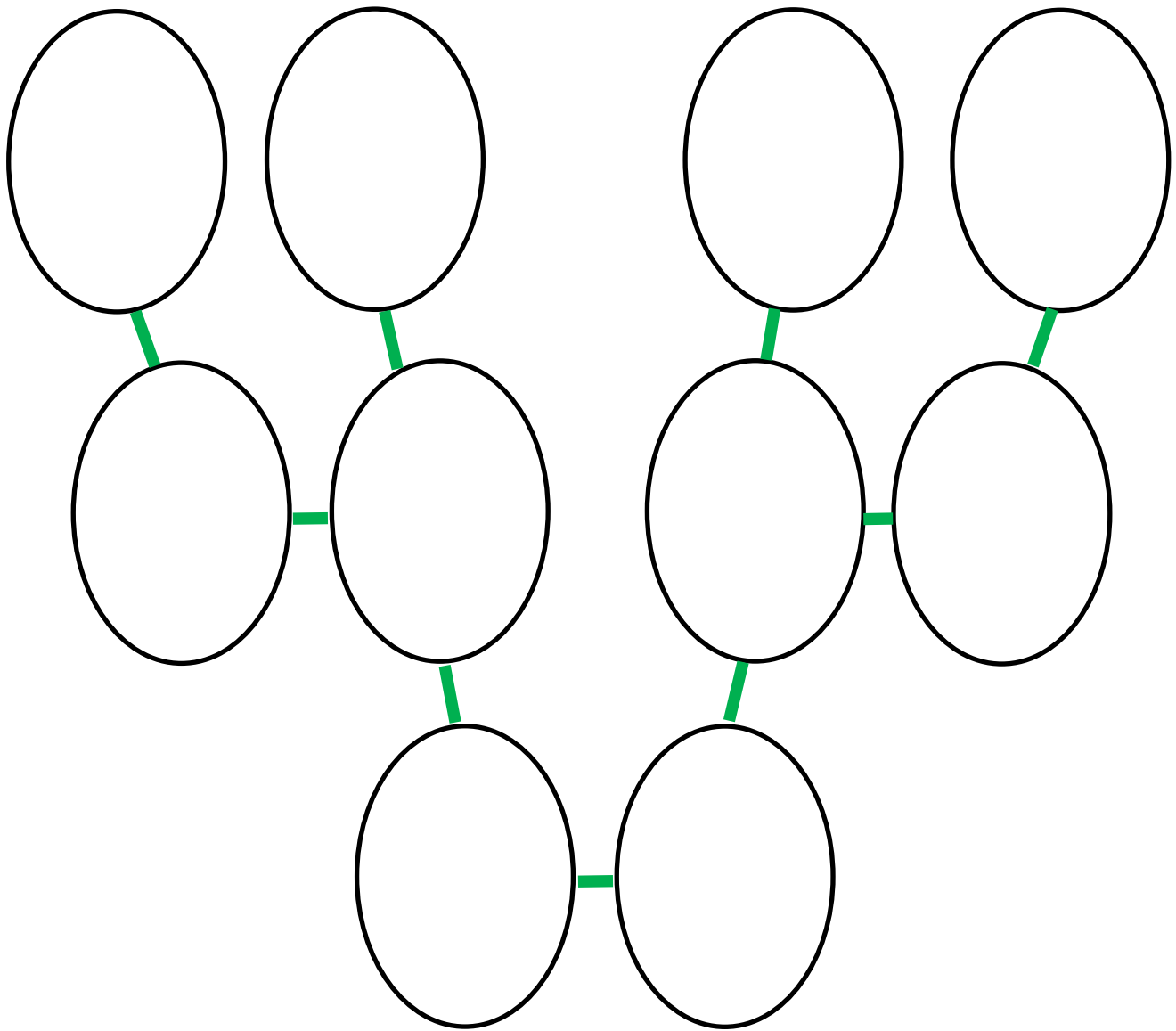
Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

The Family Tree Match-Up Master



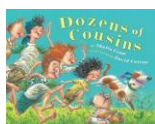
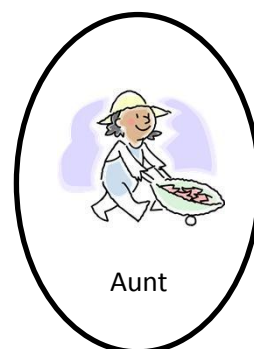
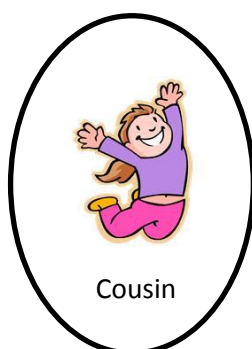
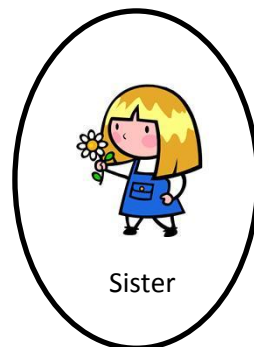
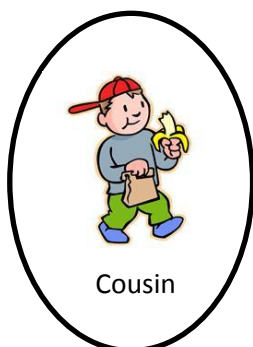
Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

The Family Tree Match-Up Matrix



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

The Family Tree Match-Up Picture Labels



Dozens of Cousins - A Family Poem

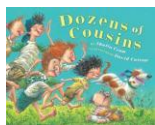
Objective: To write a free verse poem based on *Dozens of Cousins* using a selection of sensory adjectives.

Materials:

- Pencil
- Poem Warm-Up Sheet found on page 13
- *Dozens of Cousins* Family Poem grid found on page 14
- Markers or crayons
- The book *Dozens of Cousins*

Procedure:

- Read through *Dozens of Cousins* carefully. Note the variety of sensory details presented in the text and the illustrations.
- Using the Poem Warm-Up Sheet, brainstorm ideas for the various categories listed. Have fun with this. Gather as many words as possible for each category.
 - Describe how the characters in *Dozens of Cousins* look.
 - Consider physical features.
 - Consider emotions.
 - Consider the animals.
 - Can you guess what some of the smells in the scenes might be?
 - Describe the way the barbeque might smell.
 - How about the pond water?
 - Describe the action taking place in the scenes?
 - What are the characters doing?
 - What are the animals doing?
 - Describe the sounds that might be heard in some of the scenes?
 - Nighttime noise?
 - Bedtime noises?
 - Picnic and playtime noises?
 - How do you think the characters in the story feel?
 - Consider the big kids. How do they feel?
 - Consider the babies. How do they feel?
 - How about the grownups? Can you guess how they might feel?
- After you gather a good selection of descriptive words, decide which you think are the strongest, most vivid, and most fun.
- Using the *Dozens of Cousins* Family Poem grid place your best descriptive words in the blanks provided.

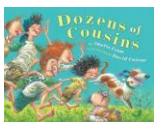


Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

- The completed poem will look something like the sample below:

Dog
Slobbery dog
Licking, smiling dog
Stinky, silly, funny dog
Running, sunning, loving, brown dog
My dog!

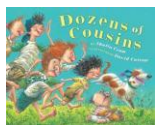
- Illustrate the *Dozens of Cousins* poem in the space provided on the Poem Grid found on page 14.



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

Poem Warm-Up Sheet

Describe how the characters in <i>Dozens of Cousins</i> look.	Can you guess what some of the smells in the scenes might be?	Describe the action taking place in the scenes.	Describe the sounds that might be heard in some of the scenes.	How do you think the characters in the story feel?



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

Dozens of Cousins Poem Grid

Cousins

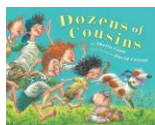
_____ cousins

_____, _____ cousins

_____, _____, _____ cousins

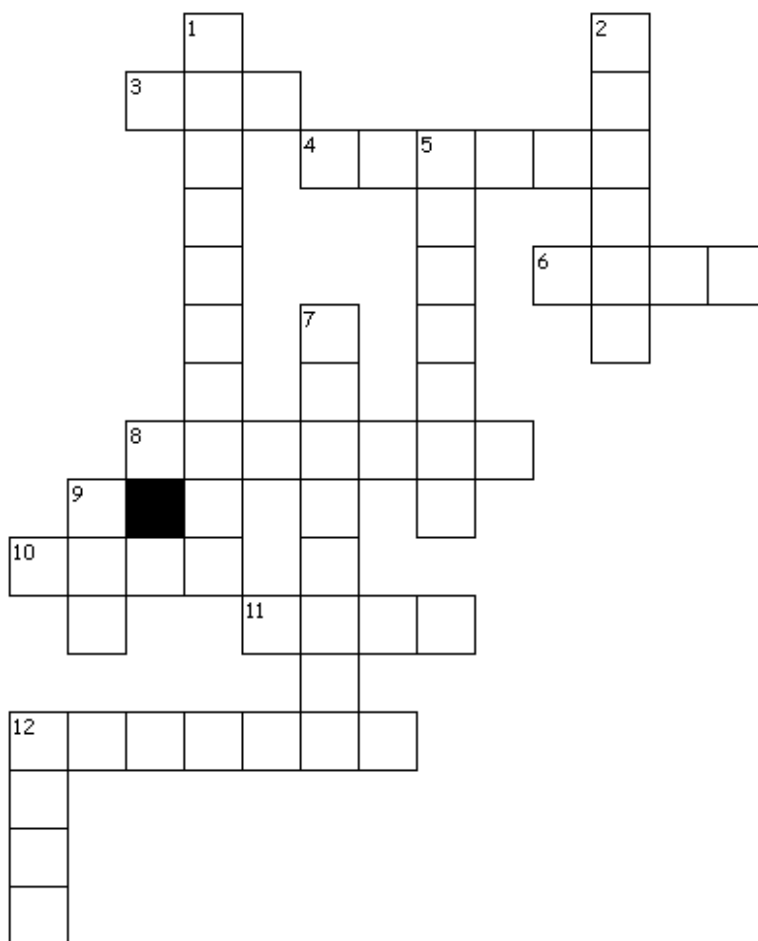
_____, _____, _____, _____ cousins

_____ cousins!



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

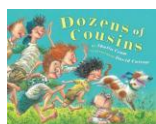
Picto-Crossword Puzzle



Across

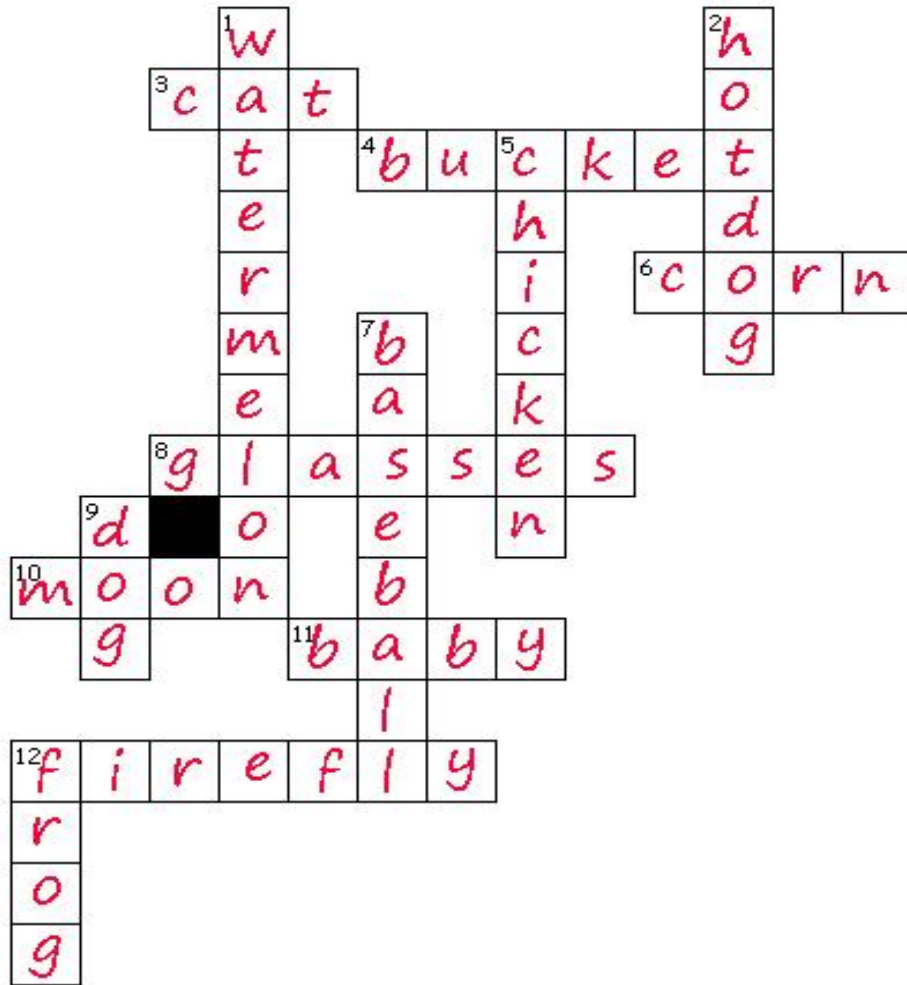


Down

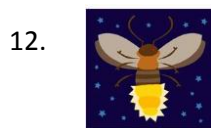


Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

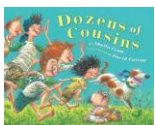
Picto-Crossword Puzzle Answers



Across



Down



Dozens of Cousins Diorama

*We are wild and fierce.
We do not wait for invitations.*

Objective: To artistically re-create a dramatic scene.

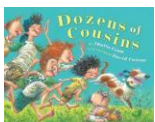
Materials:

- Paper
- Scissors
- Tape
- Book Cover replicas (pg. 19)
- Markers



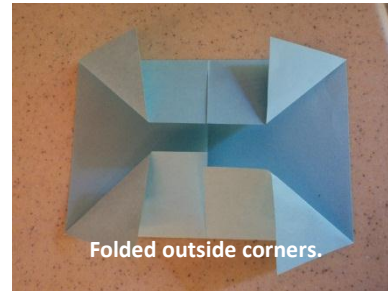
Procedure – Creating the Diorama:

- Fold paper lengthwise creating a shutter fold.
- Fold top and bottom edges in half and crease.
- Cut along crease to form 4 paper doors.

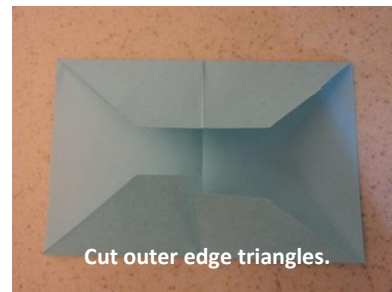


Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

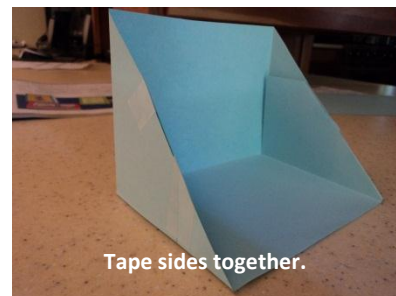
- Fold the two outside corners back to the outer edges.



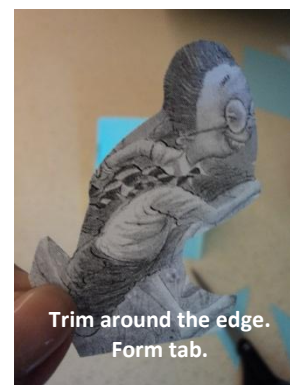
- Cut off the outer edge triangles along the crease.



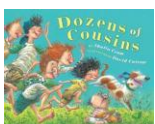
- Form a 90 degree angle along the center crease. Tape sides together.



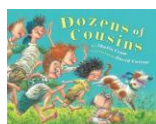
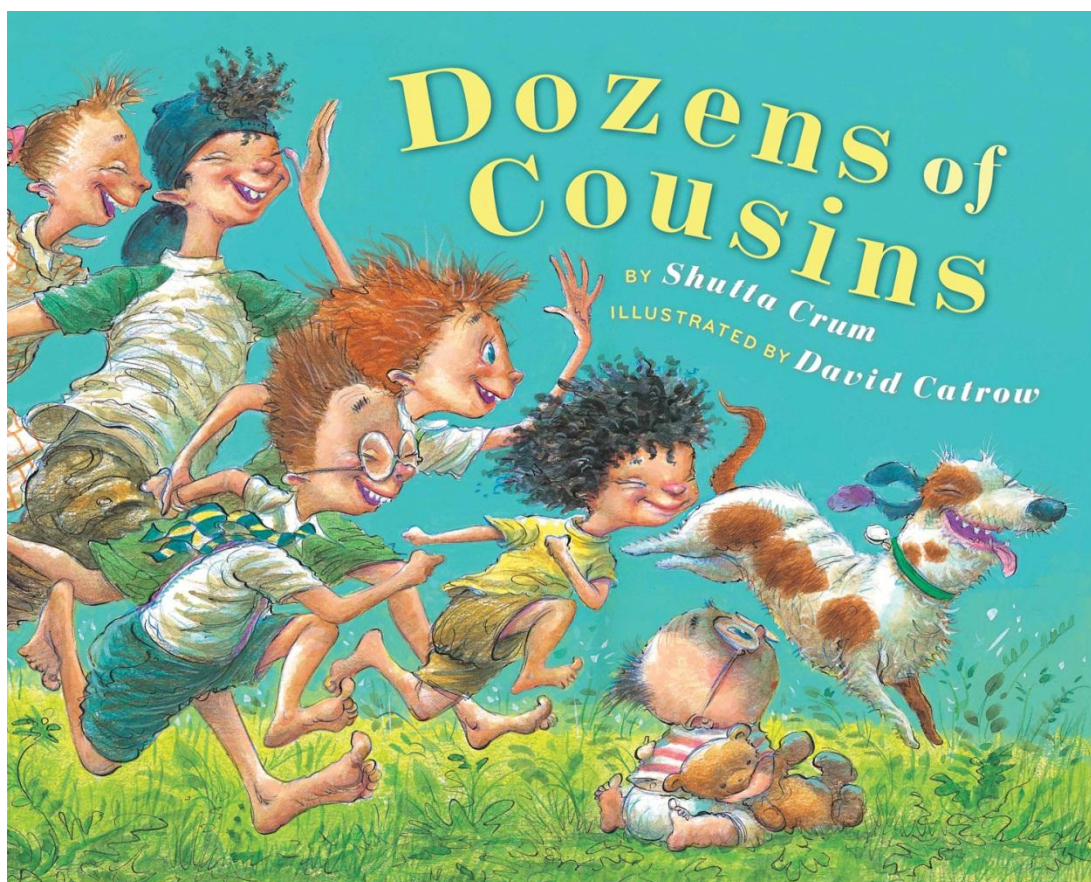
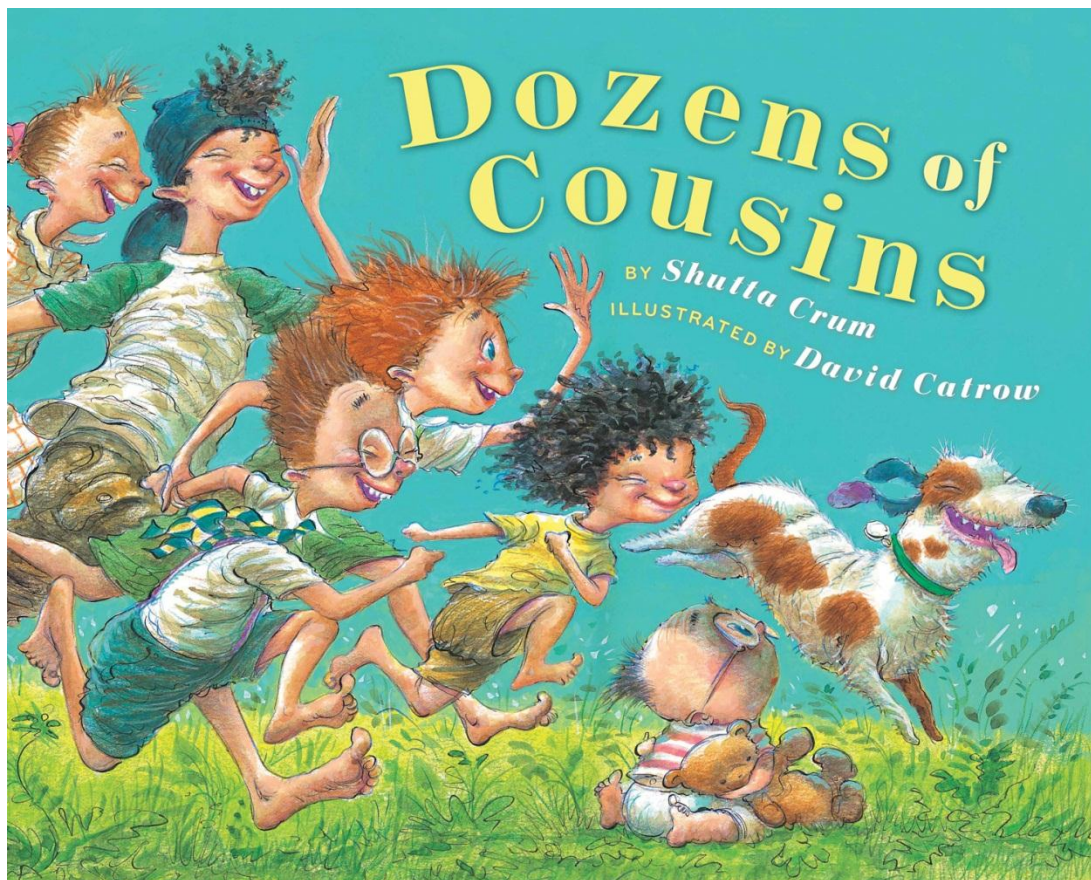
- Print out book jacket replicas (pg. 19). Trim around the edges of the illustrated characters leaving a small tab at the base. Fold the tab back. Tape the character to the base of the diorama.



- Use markers to decorate the base and the backdrop of your diorama. To make the diorama more realistic, cover the base with bits of grass or sticks. Maybe even use some of David Catrow's [found objects](#) (Section III) to make your diorama even more special.



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

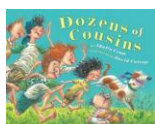


Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

Core Curriculum State Standards Annotations

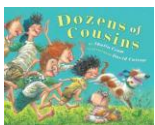
English Language Arts: Reading-Literature

		Pre-Reading Questions	Discussion Questions	The Family Tree	A Family Poem	Picto-Crossword	Diorama
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓		✓	✓	
RL.K.2	With prompting and support, retell familiar stories, including key details.	✓	✓		✓	✓	✓
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓	✓		✓
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓					
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓				✓
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		✓				
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓	✓		✓	✓	
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓	✓		✓	✓	✓
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓		✓		



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

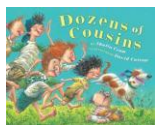
		Pre-Reading Questions	Discussion Questions	The Family Tree	A Family Poem	Picto-Crossword	Diorama
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		✓		✓		
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓			✓	✓
RL.1.8	Compare and contrast the adventures and experiences of characters in stories.		✓				
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓	✓
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓		✓		
RL.2.3	Describe how characters in a story respond to major events and challenges.		✓		✓		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		✓	✓			✓
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

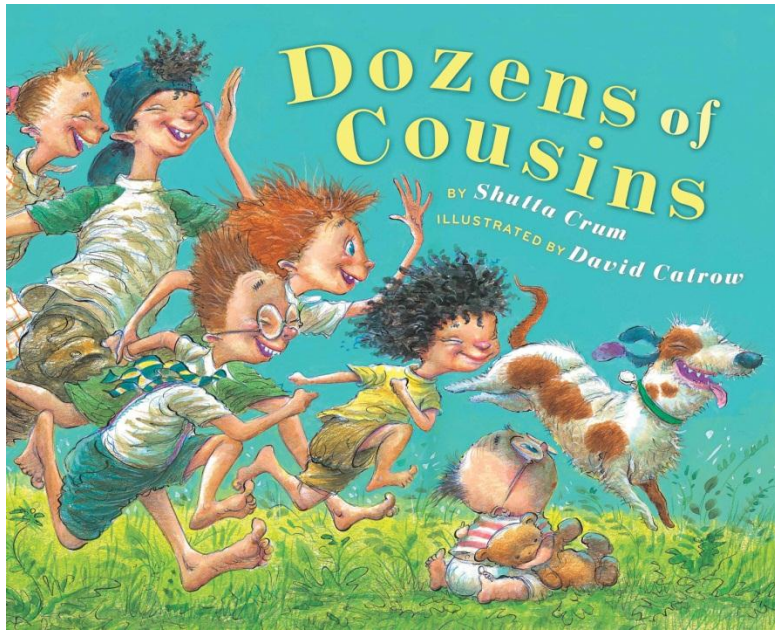
English Language Arts: Writing

		Pre-Reading Questions	Discussion Questions	The Family Tree	A Family Poem	Picto-Crossword	Diorama
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓	✓		✓		
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓		✓		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓	✓		✓		
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓		✓		
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	✓	✓		✓		



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.

Acknowledgments



Author - Shutta Crum

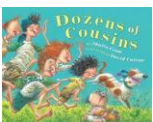
www.shutta.com

Illustrator – David Caltrow

www.catrow.com

Guide Creator – Debbie Gonzales

www.debbiegonzales.com



Crum, Shutta, and David Catrow. *Dozens of Cousins*. New York: Clarion Books, 2013.