

"Boots" – Take-Home Flyer



Parents! Discover Whootie Owl's
FREE Fairytales:
www.storiestogrowby.org

We read a story in class from
Whootie Owl's Test Prep
Storytime Series for Level 3

"Boots and His Brothers"
(Norway)

Ask your child about the story we read in class from
Whootie Owl's Test Prep Storytime Series entitled:
"Boots and His Brothers"

Whootie Owl's Test Prep Storytime Series improves an understanding of story
elements - plot, setting, characters, and theme.

Bonus! The stories also offer gentle, character-building themes.

→The character-building theme of this story is:

"Learning"



Did your child enjoy the story? Talk about times at home when your child used his or her sense of curiosity and imagination to find out more about a special topic of interest.

Each story in Whootie Owl's online collection is fun, upbeat, "kid-tested," nonsectarian, and *FREE!*. Whootie Owl's online stories are recommended by Disney, *The New York Times on the Web*, USA Today, Encarta Encyclopedia Online, Yahoo!, and Scholastic.com.

Discover for yourself Whootie Owl's *FREE* Fairytales & Folk Tales online!
<http://www.storiestogrowby.org>

About the Characters

Using adjectives, describe the characters from the story, "Boots and His Brothers."


Boots: _____

Peter and Paul: _____

King: _____

Which character in the story was your favorite?

My favorite character in the story was:

(circle one) 

BOOTS

PETER

PAUL

FATHER

AXE, SHOVEL, OR WALNUT

KING

Why was that character your favorite?

Getting to Know a Character

In the beginning of a story, you meet a character. Most of the time, you learn the character's name and if the character is a boy or girl. You also may find out something about the character's friends or family.


By the end of the story, you know more about the character *as a person*. You know how the character acted when events in the story took place. You know the choices the character made.



**BOOTS,
THE YOUNGEST
BROTHER**

What did you know about Boots at the beginning of the story?

What did you learn about Boots by the end of the story?

 **Look at it this way:** *If you knew Boots in real life, would you want him as a friend? Why or why not?*

Imagine You Are Boots

BEGINNING OF THE STORY

You are leaving with your brothers to see if any of you can chop down the giant oak tree at the king's palace and dig a well in the royal yard.

⇒ **What are you thinking?** *Write using words that Boots would use.*

MIDDLE OF THE STORY

You just told your brothers that you are going to investigate the sound of something chopping and hacking, and your brothers are laughing at you.

⇒ **What are you thinking now?** *Remember, you are Boots!*

END OF THE STORY

The King is delighted because you successfully chopped down the giant oak tree and you also dug a well in his palace yard.

⇒ **What are you thinking?** *How do you feel now?*

Imagine the Setting

The **setting** of a story is **where** and **when** a story takes place. There can be many different locations in one **setting** where actions and events in the story take place. Imagine these:

- **“One day he told his sons they must leave his cottage and go out into the world.”**

Imagine you live in a cottage. What does a cottage look like? How is living in a cottage different from living in the home you live in now?

- **“Since when is it so unusual to hear a woodcutter?”**

Imagine you are a woodcutter. Pretend you live in the days when everyone needed wood to cook and to keep their houses warm. Describe what is is like for you to chop wood in a forest all day long.

Describe the Setting

A **setting** is where and when a story takes place.

✓ Circle one of the locations below from the **setting** of "Boots and His Brothers."

- the **cottage** where Boots, Peter and Paul lived with their father
- the **brook** where Boots met Walnut
- the **forest of fir trees** where Boots heard Axe
- the **king's palace**
- the **faraway island**

Close your eyes. Imagine that place. What do you **see**? What do you **hear**? What do you **smell**? If you reached out, what would you **touch**?

Open your eyes. Describe the place that you saw in your imagination. Use as much detail as you can. Try to describe it so well that a person reading your description would imagine it exactly the way that you did.

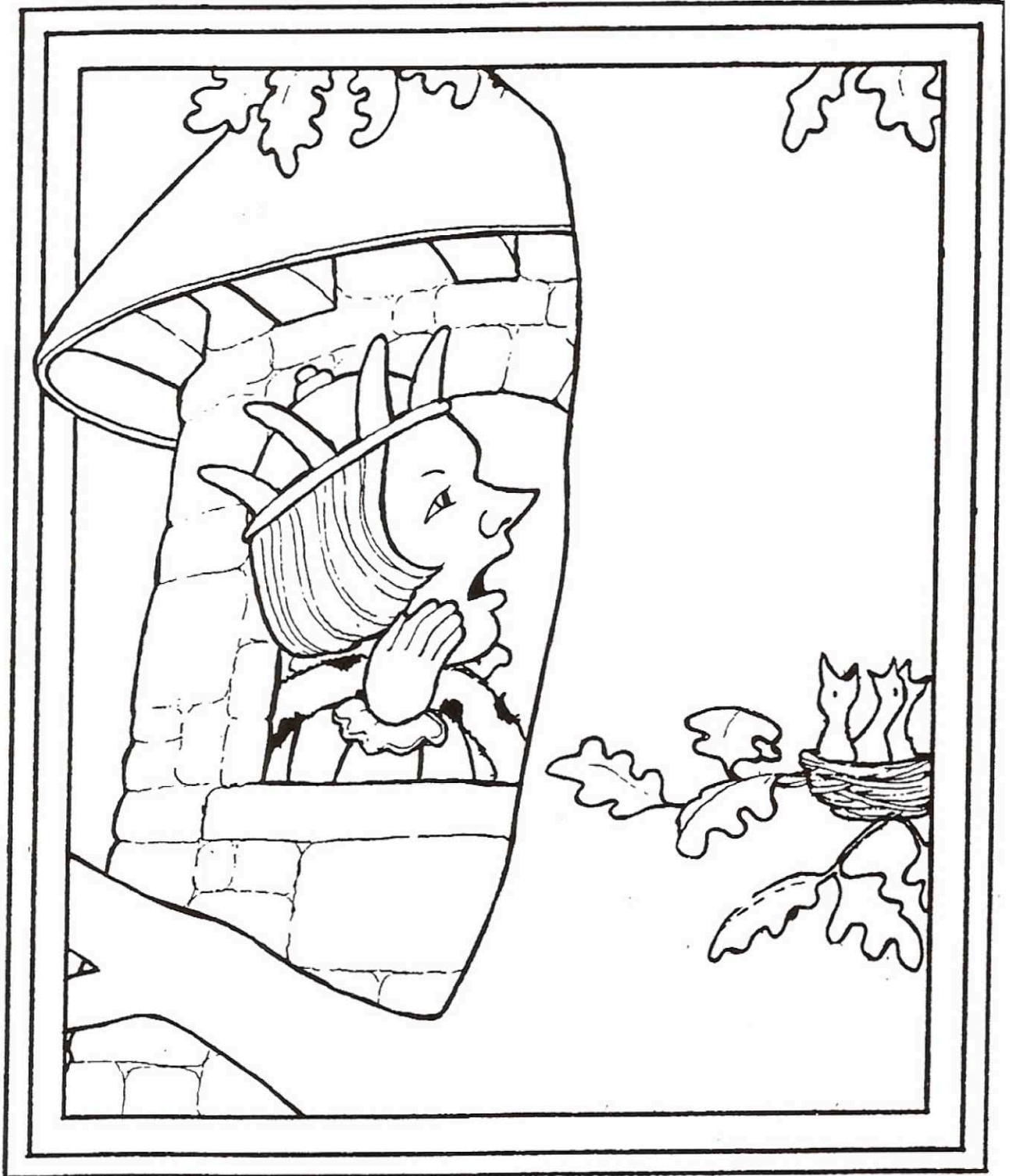


Use another sheet of paper if you want.

Coloring Page
Boots & His Brothers



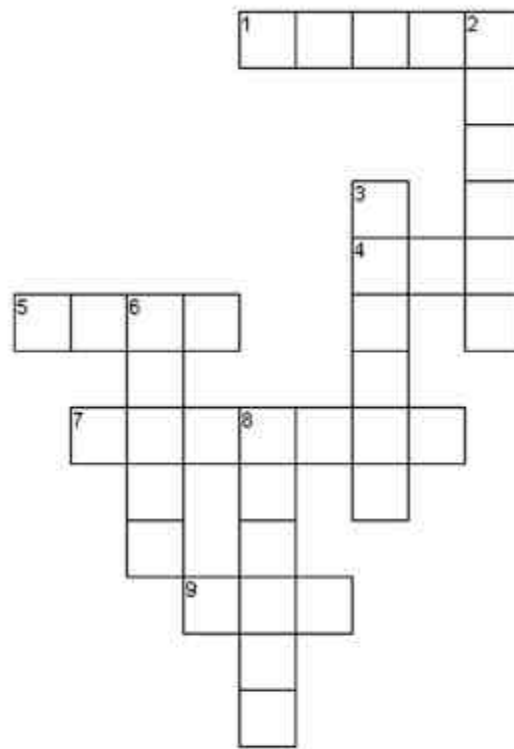
Coloring Page
Boots & His Brothers



Name: _____

Crossword Puzzle

Boots and His Brothers



Across

1. The name of the main character of the story.
4. What Boots found chopping at the trunk of a fir tree.
5. What the king wanted to be dug in the palace yard.
7. How Boots felt when he went in search of answers to his questions.
9. The kind of tree that sprang up against the king's windows.

Down

2. What Boots found digging all by itself.
3. Where the brook came from.
6. What the brothers did when Boots left to find out what caused the noises.
8. Where the two older brothers were sent in disgrace.

Name: _____

Word Search

*Look for words running across, up and down, and diagonally.
The words can run frontward or backward – so look carefully!*

B R O T H E R S B R K C
A L Y A W R O N E D O U
J O E T U T A K T I O R
G A O A Q T C B Q G R I
S K B K R T W R G V B O
S J C O U N A X E G W U
X P W N O T I Y J M R S
H X L D M T B N J K V V
V A V A I E S O G R A M
W E L L F N E P G N I K

BOOTS
BROTHERS
CURIOUS
NORWAY

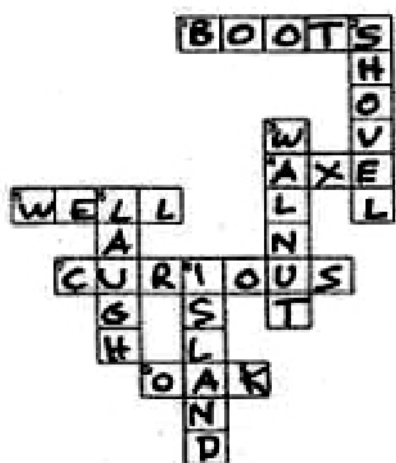
AXE
KING
OAK
LEARNING

BROOK
DIG
WALNUT
WELL

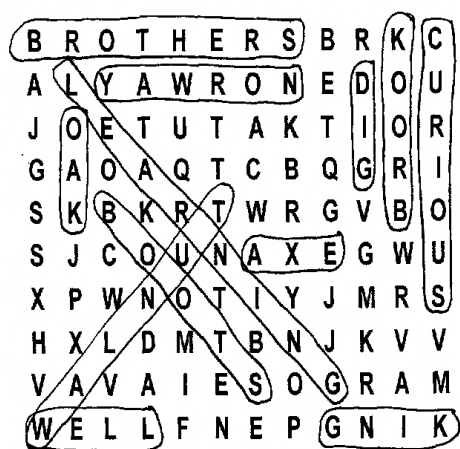
Answers - Games

Boots and His Brothers

Crossword Puzzle



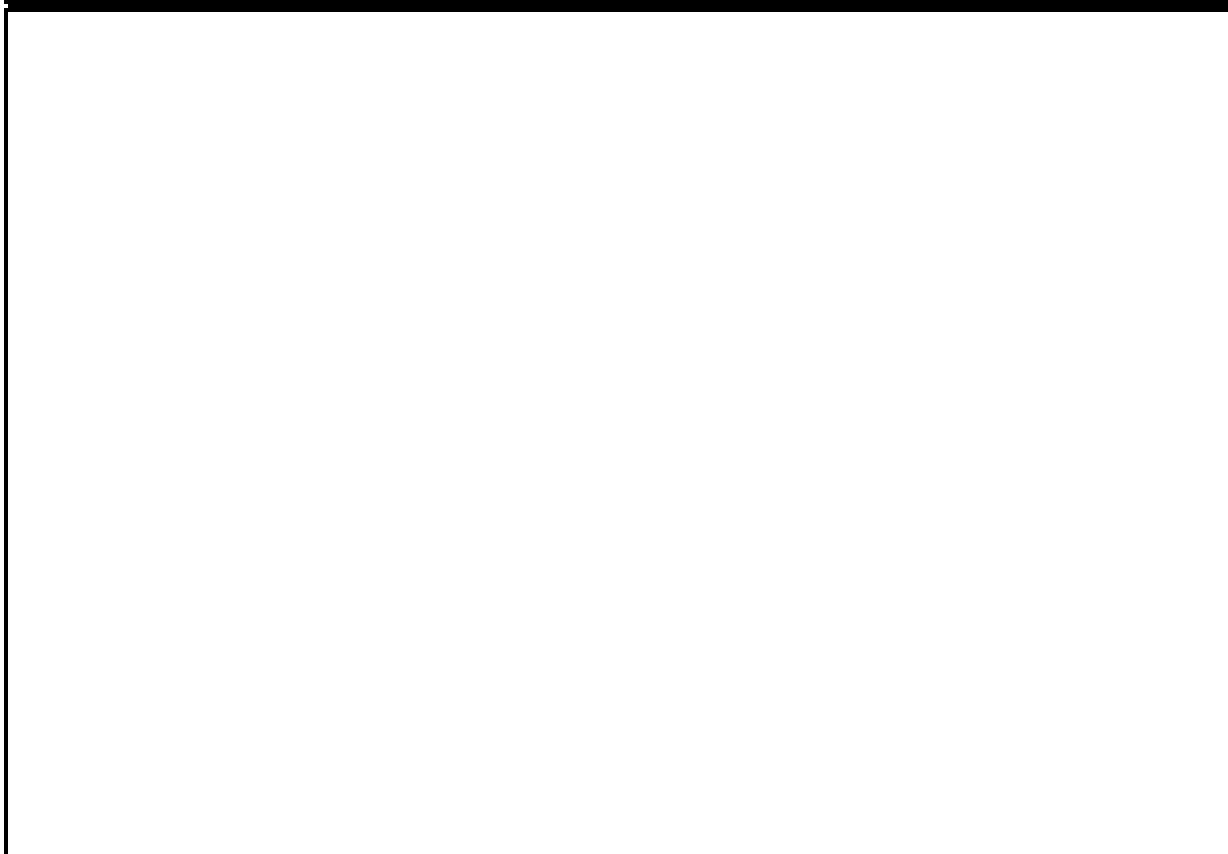
Word Search



Beginning of the Story

At the **beginning of the story**, we meet Boots and his brothers.

*Draw a picture that takes place at the **beginning** of the story. The background of the picture should be the **setting** where the story takes place. Show the **characters** who appear.*



What do you know so far about the main problem in the story?

Middle of the Story

In the **middle of the story**, Boots searches to find out:

- ✓ the source of the chopping sound
- ✓ the cause of the digging sound
- ✓ where the brook starts

*Draw a picture that takes place in the **middle** of the story.*



When Books searched to find out the source of the chopping sound, the cause of the digging sound, and where the brook started, what did you learn about him as a person?

End of the Story


At the **end of the story**, Boots chops down the giant oak tree and digs a well for the king.

*Draw a picture that takes place at the **end** of the story.*

By the time we reach the end of the story, we find out how the main character solved the problem. What did you learn about Boots by the way that he solved the problem?

You Know the Main Idea? Prove It!

Most stories have a **main idea** or **theme**. What would you say is the **main idea** of the story about Boots?

 **Clue:** *What was different about what Boots did when the three brothers heard all the sounds in the woods?*

Try to name three places in the story that proves what you think is the **main idea**. Be as specific as you can!

*I can prove that the main idea is what I described above, because
on page _____, _____*

Also, on page _____, _____

One more proof is that on page _____, _____

What Do You Say? *Kids Speak*

Answer the following questions. Remember to begin your paragraph with a topic sentence and to follow your topic sentence with supporting sentences.

→ Describe a time when you wanted to learn about something so much that you didn't care if other people laughed at you.

→ How can you tell the difference between when it's good to listen to what other people are saying and when it's better not to listen to them?

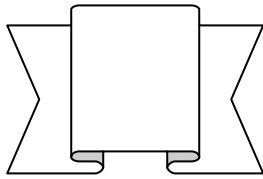
✓ Do you want to see how other kids answered these questions?
You can see for yourself on Whootie Owl's web site!

✓ Go to this web site address:
http://www.storiestogrowby.org/stories/boots_brothers_norway.html

✓ Scroll down to the button:
"What Do Other Kids Say About the Story? *click here*"

Fools Rule: *People of History*

These “fools” of history remained steadfast in their goals. Today, we benefit from the choices they made years ago.

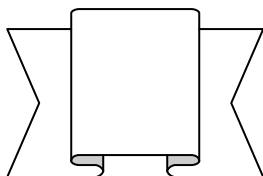


SEWARD’S FOLLY: THE PURCHASE OF ALASKA

William Seward was a politician who worked hard to purchase Alaska for the United States from Russia. He finally managed to buy the Alaskan territory in 1867 for over seven million dollars.

The American people laughed at William Seward. They joked and called Alaska “Seward’s Folly” and “Seward’s Icebox.” You can be sure the people stopped laughing by the time of the 1898 Alaskan gold rush!

✓ For more information on William Seward: <http://www.everythingalaska.com/eta.sfy.html>



CHRISTOPHER COLUMBUS: VOYAGE TO THE NEW WORLD

Christopher Columbus, who was born in Italy in 1451, presented a plan to the King of Portugal for a voyage eastward across the sea. When the King rejected his plan, Columbus moved from Portugal to Spain. There he sought and won the support of Queen Isabella of Spain.

✓ For more information on Christopher Columbus: <http://www.nypl.org/research/chss/grd/resguides/columbus.html>

If the Story Happened Today

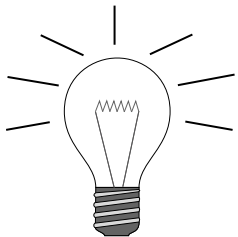
Life is very different today than it was over 100 years ago when the story about Boots and his brothers was told.

Write a story set in today's time about a boy or girl who looks for answers to questions even though friends or family members laugh and think it's silly to try.

HERE'S HOW TO WRITE YOUR STORY:

- (1) **First - imagine!** *Think through* the events in your story from beginning to end.
- (2) **Answer the questions** on this page and the next two pages.
- (3) **Complete the Story Maps.** They will help you to organize your story.
- (4) **Write a rough draft** of your story in the space provided.
- (5) **Revise your story** using the questions you will see.
- (6) **Write a final copy** of your story. Space for the final copy is provided, too. ***That's all there is to it!***

Now, are you ready to start?



First, imagine! Take a minute to *think through* your story from beginning to end.

The **main idea** is a message the writer hopes the reader will understand.



For example, you might say that in the story "Boots and His Brothers," the **main idea** – *or message* – is that a person is wise to look for answers to her or his questions.

What will be the **main idea** of your story?



Want a clue? Think about this: "What will my story try to say?"

.....

.....

Now create a **title** for your story. Write the story title below:

“

”

The **main character** is *the most important character* in a story.



For example, the main character in "Boots and His Brothers" is Boots. The main character of "The Tortoise and the Hare" is the Tortoise.

Give your main character a name:

.....

Write some details about your main character in the lines below:



Clue: Think about people you know – your friends, people who are in your family or who live in your neighborhood. Many writers build their characters by thinking about people they already know!

Details about my main character:

.....

.....

.....

The **setting** is *where* and *when* a story takes place.

Where does your story begin?
(in a city? a farm? is it in your own neighborhood? your home?)

.....
.....


When does your story begin?
(in a certain year? what time of day? morning, afternoon, night?)

.....

The **main problem** is the *most important problem* in a story.

Many times, a story develops around how the main character solves the **main problem**

Describe the **main problem** in your story.

 **Clue:** To find the main problem in your story, think about this question: *“What is the main character in my story trying to do?”*

.....
.....
.....
.....
.....

How will the **main problem** be solved at the end of your story?

.....
.....
.....
.....
.....

Name: _____
Date: _____

Self-Scoring Rubric

(Circle the box that
best describes
your work!)

WRITING

(1)

(2)

(3)

Beginning, Middle, and End	It may be hard for the reader to follow the story. I am not sure if the reader gets to know my characters very well.	My writing has a beginning, middle and end. The reader gets to know at least a couple of my characters very well.	My story has an interesting beginning, middle, and end. The reader gets to know my characters very well.
Word Choice	I use the same words over and over. Some of the words I use may be confusing to the reader.	I make some good word choices. Other words I use may not tell the reader very much about what is happening in the story.	I use many words that are bright and exciting. They help the reader to imagine what is happening in my story.
Voice	I'm not sure I understood how to write in a character's voice .	My voice sounds natural, but the reader may not get to know my character very well.	My voice sounds natural. The reader gets to know my character through the voice that I use.

EFFORT

How Much Effort	I didn't put a lot of effort into it.	I put some good effort into it.	This was my best effort yet.
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ACHIEVEMENT

Quality of Work	I'm not very proud of my work this time.	I like my work. I think parts of my writing are good quality.	I'm proud of my work. This is an example of my best quality writing.
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About the Self-Scoring Rubric *and How to Use It*

The value of using self-scoring rubrics:

- Easy to use and to explain. Makes sense at a glance. Concise and digestible.
- Makes teacher's expectations very clear. Articulates clear criteria.
- Provides insights to *students* and *teachers* alike about a student's strengths and areas in need of improvement.
- Provides opportunities for improvement through revision.
- Helps define "quality."

Tips on using Whootie Owl's Self-Scoring Rubric:

- Read aloud the Self-Scoring Rubric to your students before they begin the rough draft of their original story. That way, students will understand what they are expected to do, and how they are expected to do it.
- Ask students to complete the Self-Scoring Rubric when they have completed the Whootie Owl Story Journal.
- Review each student's self-assessment in a private conference. If your assessment of the student's work differs from the student's self-assessment, ask the student to support her or his claim.
- If you like, add up the "points." That is, each column has a value of (1), (2), or (3). Find the total number of "points."
- Keep each student's Self-Scoring Rubric in the student file. The next time your class completes a Whootie Owl book, show the student the prior Self-Scoring Rubric and discuss how the Writing, Effort and Achievement selections changed and, if you added the points as described above, how the sum changed.