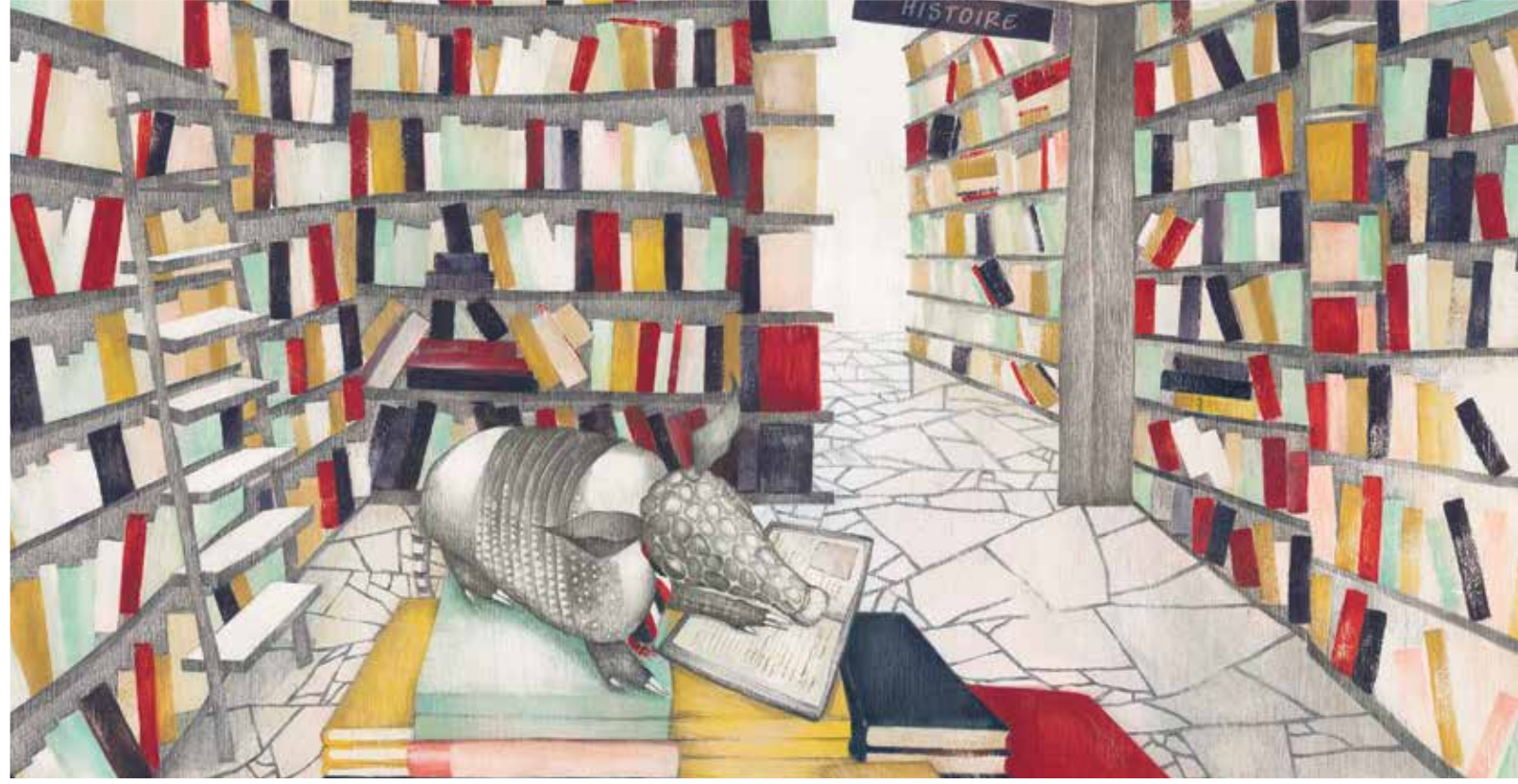




# An Armadillo in PARIS

JULIE KRAULIS





## ABOUT THE BOOK

A winsome armadillo from Brazil takes a trip to Paris in this delightful new picture book from Julie Kraulis. Arlo is an armadillo who is always up for adventure. His grandfather, Augustin, loved adventure too. When Arlo was born, Augustin wrote travel journals about his favorite places for Arlo to use when he was old enough to go exploring on his own. When Arlo reads about Paris and the one the French call *La Dame de Fer*, or Iron Lady, he decides it's time to strike out on his first adventure. He travels to France and, guided by Augustin's journal, discovers the joys of Paris: eating a flakey croissant at a café, visiting the Louvre, walking along the Seine and, of course, meeting the Iron Lady... But who is she? Each spread has a clue about her identity, and kids will see hints of her scattered throughout the book. This book is like a gorgeous stroll through Paris with an adorable new friend—a stroll you'll want to take again and again.

The Common Core State Standards call for a special emphasis on literature. This guide provides discussion questions, writing prompts and research activities that reflect the English Language Arts Common Core Standards as well as offer opportunities for cross-curricular links to music, social studies and visual arts.

## BEFORE READING SL

1. Reveal the cover and ask for predictions about the story's plot, characters and setting.
  - Who is in the story?
  - What is the problem that needs to be solved?
  - Where does the story take place?
  - What kind of a story do you think this will be?
2. Talk about the title of the story.
  - Has anybody been to Paris before?
  - In what part of the world is Paris located?
  - What do you know about Paris?
  - Is there anything unusual about the title?
3. Find out what students know about armadillos.
  - What do you know about armadillos?
  - In what parts of the world can they be found?
  - Do you think armadillos can be found naturally in Paris? How do you know?
4. Discuss why people travel and allow students to share their personal travel experiences.
  - Why do people travel?
  - What can you learn about when you travel?
  - What are some of the advantages and disadvantages of visiting a city or town in a different country?
  - Have you ever taken a special trip?

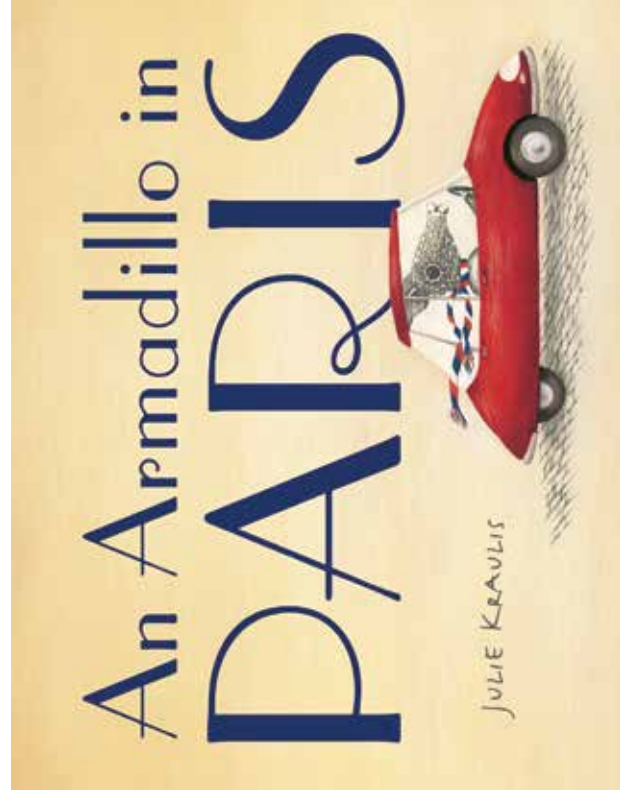
## DISCUSSION PROMPTS RL SL

1. "Arlo feels it. The twitch in his left claw. The twitch that only stops when adventure begins..."
  - Why does Arlo take a trip to Paris?
  - How might Arlo have been feeling before he left? Why might he have been feeling both excited and nervous at the same time?
  - Do you like to go on adventures? How do you feel right before starting a new adventure?
2. There are only a few characters in the story. Arlo is the main character.
  - Who are the other characters?
  - Were you surprised by the Iron Lady's identity?
3. There are two different voices involved in the telling of the story.
  - To whom do the voices belong?
  - How might the story have been different if Augustin's journal was not included? Did the journal make you more curious about Paris?
4. "Curiosity has run in their nine-banded family for as long as anyone can remember." Armadillos are known not only for their unusual appearance, but also for being curious creatures.
  - What does it mean to be curious? How does being curious connect to somebody wanting to travel to different parts of the world?



## A Teacher's Guide for AN ARMADILLO IN PARIS

By Julie Kraulis



- The author could have chosen to reveal that Arlo was looking for the Eiffel Tower right at the beginning but instead chose to have him travel around the city, picking up clues. Why do you think the author chose to tell the story in this way?
- Were you feeling curious about the Iron Lady as you read?
- Can you think of any other characters in stories you have read who were curious?

5. Re-read the story about a second time and pay particular attention to Augustin's journal and the illustrations.
  - Make a list of the clues (in your own words) that Augustin gave to Arlo.
  - Circle the clue that, upon reading a second time, is the most obvious clue to the Iron Lady's true identity.
  - Underline the clue that is obvious now that you have read the whole story, but when you read it the first time, was the least obvious.

6. Map out the location of the places Arlo visits in Paris.
  - Do you think the order in which Arlo visited these places was important? Why or why not?
  - If you had to choose just one of the places Arlo visited, which one would you choose? Why?
  - What is the significance of the color of Arlo's scarf?
7. "Just like Augustin, Arlo knows that this is the start of a lifelong friendship with the Iron Lady... and with Paris."
  - What does this mean? Is it possible to have a "friendship" with a tower and a city?
  - Have you ever visited somewhere in your own city or abroad with whom you started a lifelong friendship?

8. Locate additional reading material about Paris as a tourist's destination, and together with Arlo's experiences in Paris, brainstorm a list of words as a class that would describe Paris. Assign one word each to pairs of students and ask them to illustrate how this word describes the city. Encourage students to use the illustrations and events in the story as inspiration.

9. Question outside the Common Core: Listen to some traditional Parisian music.
  - What instruments do you hear?
  - Even though you might not understand the words to the song, how does the music make you feel?
  - Review the different places that Arlo visited in the story. Which of these places do you imagine to have played similar music?

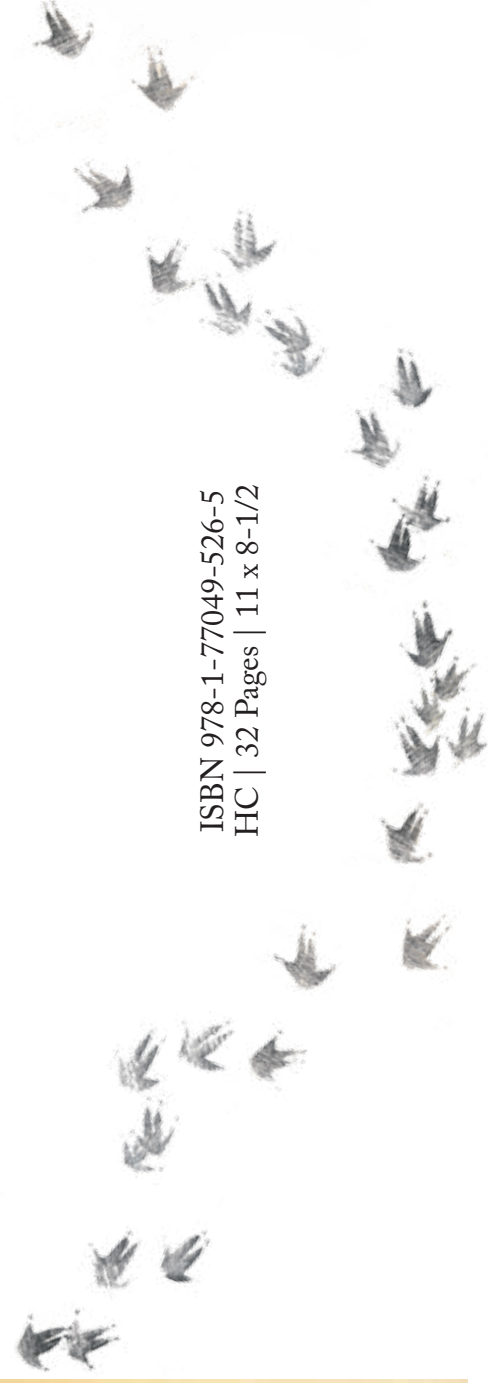
10. Question outside the Common Core: Gustave Eiffel, the man responsible for the Eiffel Tower, was an engineer and architect.
  - What do these two professions entail?
  - What kind of skills would be necessary for these two jobs?
  - Not everybody was happy about the Eiffel Tower being built. Can you think of any reasons why some people might not have wanted a tall iron tower in a city like Paris at the time?

## WRITING PROMPTS AND RESEARCH ACTIVITIES WITH COMMON CORE CONNECTIONS

1. Make a list of all of the famous places Arlo visits on his trip to Paris. Select one of the places and further research its significance. RL W
2. If you were going on a similar adventure as Arlo's trip to Paris, and you could only take one small suitcase, what would you pack? Write and/or draw a list of what you would pack. List the items in order of importance, from most important to least important. SL

## ABOUT THE AUTHOR

Having spent some time in Paris, author-illustrator Julie Kraulis knew Arlo would love to visit The City of Light. It is the perfect place for a first adventure! Julie lives and works in Toronto, but her heart belongs to the world. She developed her wanderlust growing up in a few different places, and her travels always bring her new inspiration. Julie is a stop-and-smell-the-roses kind of gal who loves to create. This is her second picture book, she is also the author and illustrator of *Whimsy's Hearty Things*.



ISBN 978-1-77049-526-5  
HC | 32 Pages | 11 x 8-1/2

## APPENDIX: Common Core State Standard

**RL** Reading: Literature  
**SL** Speaking and Listening  
**W** Writing

### BEFORE READING

2. Speaking and Listening  
1.4, 2.4, 3.4

3. Speaking and Listening  
1.4, 3.4

4. Speaking and Listening  
1.4, 2.4, 3.4

**DISCUSSION PROMPTS**  
All questions correlate to Common Core Standards for Kindergarten to Grade Three.

1. Reading Literature  
K.1, K.3, 1.1, 1.3, 2.1, 2.3, 3.1  
Speaking and Listening  
K.6, 1.2, 2.2, 3.6

2. Reading Literature  
K.1, K.3, 1.1, 1.3, 2.1, 3.1  
Speaking and Listening  
K.6, 1.2, 2.2, 3.6

3. Reading Literature  
1.6, 2.1, 2.6, 3.1, 3.6  
Speaking and Listening  
K.6, 1.2, 2.2, 3.6

4. Reading Literature  
K.1, K.3, 1.1, 1.3, 1.9, 3.1  
Speaking and Listening  
K.6, 1.2, 2.2, 3.6

5. Reading Literature  
K.1, K.7, 1.1, 3.1  
Speaking and Listening  
K.6, 1.2, 2.2

6. Reading Literature  
K.1, 1.1, 1.2, 2.1, 2.2, 3.1  
Speaking and Listening  
K.6, 1.2, 2.2

7. Reading and Literature  
3.1  
Speaking and Listening  
K.6, 1.2, 2.2, 4.4, 3.6

8. Reading and Literature  
1.3, 3.7  
Speaking and Listening  
K.6, 1.2, 2.2

**WRITING PROMPTS AND RESEARCH ACTIVITIES**  
All questions correlate to Common Core Standards for Kindergarten to Grade Three.

1. Reading Literature  
1.3  
Writing  
K.2, 1.2, 1.7, 2.7

2. Speaking and Listening  
1.5

3. Writing  
K.2, 1.2, 2.2, 3.2

4. Writing  
K.2, 1.2, 1.7, 2.7

6. Writing  
1.7, 2.7

7. Writing  
1.3, 2.2, 3.3, 3.2

8. Writing  
K.2, K.7, 1.2, 1.7, 2.2, 2.7, 3.2, 3.7

9. Writing  
K.7, 1.7, 1.8, 2.7, 3.7

10. Reading Literature  
3.7

11. Writing  
K.2, 1.2, 2.2

*Wish you were here!*