

OVER-SCHEDULED Andrew



written and illustrated by Ashley Spires

EDUCATOR'S GUIDE



TUNDRA BOOKS

Penguin
Random
House

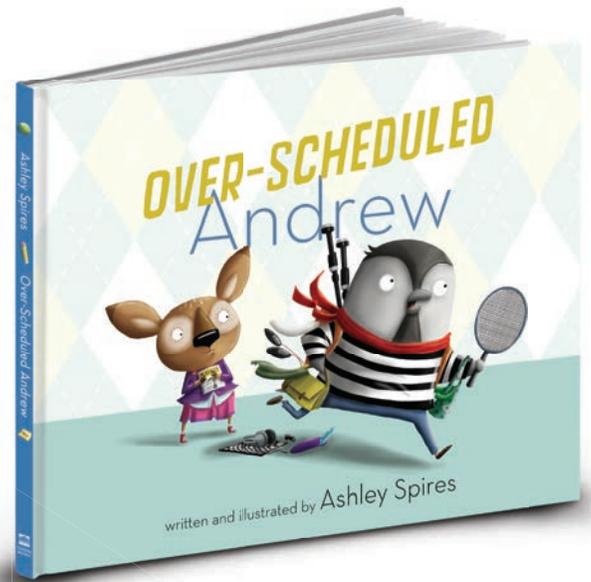
ABOUT THE BOOK

Andrew loves putting on plays so he decides to join the drama club at school. Determined to make his performance the best it can be, he joins the debate club to practice his public speaking. He signs up for dance and karate to help with his coordination. Then he's asked to play for the tennis team and edit the school newspaper. Before long he's learning to play the bagpipes, attending Spanish classes and joining the French film club. Suddenly Andrew doesn't have time for anything or anyone else, not even his best friend Edie. And he definitely doesn't have time to sleep. Will Andrew figure out how to balance all his favorite activities and his best friend at the same time?

This hilarious, over-the-top look at a common issue many kids face today can be used in a number of ways in the classroom including:

- Exploring themes and concepts such as connection, friendship, hobbies, interests, hard work, time and balance
- As part of a study on the importance of illustrations in narrative
- As a fun and entertaining read-aloud experience

Where applicable, activities have been aligned with Common Core State Standards.



PRAISE FOR *OVER-SCHEDULED ANDREW*



“Andrew’s interests threaten to get the better of him in **this tongue-in-cheek take on an all-too-common plight ...** For children, a whimsical word of warning. For their parents, a pleasant surprise that this time they’re not made out to be at fault.”

- KIRKUS REVIEWS



“Spires makes it her own, bringing a playful touch to her writing and artwork. In fact, insofar as this is a message book, **the real takeaway is less ‘know your limits’ than ‘nothing ventured, nothing gained.’** By book’s end, Andrew has returned to his love of acting and cleared his schedule, but he’s also become a cinephile—something he might never have discovered without a stint in French film club.”

- PUBLISHERS WEEKLY



Photo credit: Ryan MacDonald



ABOUT THE AUTHOR/ILLUSTRATOR

Ashley Spires, author and illustrator of numerous funny books for children including *The Most Magnificent Thing* and the Binky the Space Cat series, was born and raised in BC with eight cats and a dog. After spending some time living in Toronto and Saskatoon, she has returned to the BC life, living in Ladner with three cats, one dog and a man. When she is not running or bike riding or over-scheduling herself, she makes children's

books, many of which have won numerous awards, including Ontario's Silver Birch Express, the Atlantic Provinces' Hackmatack, Saskatchewan's Shining Willow and BC's Chocolate Lily Award.

LINKS

www.penguinrandomhouse.ca
www.ashleyspires.com



PRE-READING DISCUSSION / ACTIVITIES

- What do you like to do when you are not in school?
- Do you belong to any clubs either at school or outside of school?
- Which day of the week is your busiest day? Why?
- What are the advantages and disadvantages of following a schedule?
- What qualities do you value most in your friends?

(CCSS.ELA-Literacy.SL.K.1, CCSS.ELA-Literacy.SL.1.1, CCSS.ELA-Literacy.SL.2.1)



LEARNING ACTIVITIES

1. DISCUSSION QUESTIONS

- Vocabulary to introduce and/or review: over-scheduled, drama, distracted, debate, coordination, gracefully, editor, tone, reflexes, cue
- What are some reasons why Andrew enjoyed putting on plays?
- Andrew and Edie would often become distracted on the way home from school. What does distracted mean? Is it a good or bad thing to be distracted? Can you think of an instance when it is both?
- What recommendation did Andrew's teacher make that could be seen as being responsible for all the other problems he encounters in the story?
- How would you describe Andrew's friend Edie? How important a role does she play in the story? How might the story have been different if Andrew didn't have Edie as his friend? Do you have a friend who is similar to Edie? Refer back to the list from the pre-reading discussion about qualities valued most in friendships. Does Edie demonstrate any of these qualities?
- At what point in the story do you think Andrew may have started to realize that he was doing too much?
- What kinds of mistakes did Andrew make once he became over-scheduled?
- What event forced Andrew to slow down?
- Do you think Andrew is a hard worker? Why or why not?

(CCSS.ELA-Literacy.RL.K.1, CCSS.ELA-Literacy.RL.K.10, CCSS.ELA-Literacy.SL.K.2, CCSS.ELA-Literacy.RL.1.1, CCSS.ELA-Literacy.SL.1.2, CCSS.ELA-Literacy.RL.2.1, CCSS.ELA-Literacy.SL.2.2, CCSS.ELA-Literacy.RL.3.3, CCSS.ELA-Literacy.SL.3.2)

2. PROBLEM AND SOLUTION

- Identify the main problem and solution in the story.
- Create a story map using pictures and/or words that outlines the series of events as told in the story. Make sure to include key components of the story in your map including the story's main characters, setting and events. Which event do you think is the most important in the story? Why?
- What lesson can be learned from reading Andrew's story? Imagine you are Andrew and, keeping in mind the lesson you just identified, write a letter to the leaders of the clubs you excused yourself from and clearly explain why you are quitting.
- Once again keeping in mind the main message of the story, write a sentence or paragraph and/or draw a picture that explains the importance of maintaining a balance of work and play in one's life.
- We learn what happened to Andrew when he was over-scheduled. What might happen if the opposite were true; i.e., what if Andrew were under-scheduled? Think about some of the potential problems of having too much time on your hands. Plan and write a short story about Andrew being under-scheduled and how his good pal Edie comes to the rescue once again.

(CCSS.ELA-Literacy.RL.K.3, CCSS.ELA-Literacy.W.K.1, CCSS.ELA-Literacy.W.K.3, CCSS.ELA-Literacy.RL.1.3, CCSS.ELA-Literacy.W.1.1, CCSS.ELA-Literacy.W.1.3, CCSS.ELA-Literacy.W.2.1, CCSS.ELA-Literacy.W.2.3, CCSS.ELA-Literacy.W.3.1, CCSS.ELA-Literacy.W.3.3)



3. ILLUSTRATIONS

- Edie has an important role in the story but her actions are not all described by the text. She takes good care of her friend Andrew and this part of the story is shown in the illustrations. Look carefully at the illustrations and locate two examples of when Edie plays a major role in the plot development but this is only shown in pictures, not the text.
- Explain whether you think the following words describe Edie and refer directly to the story to support your thinking: caring, funny, angry, silly, sympathetic, selfish.
- The narrative does not contain any dialogue but there are speech bubbles throughout the illustrations. Locate some of the speech bubbles. What affect do the speech bubbles have on the tone of the story?
- As Andrew realizes that he has taken on too much, he begins to get all mixed up. Locate the part of the story where things really start to go wrong for Andrew. Read just the text, and then look carefully only at the illustrations. How do the illustrations add to your understanding of just how over-worked Andrew must be?

(CCSS.ELA-Literacy.RL.K.7, CCSS.ELA-Literacy.RL.1.7, CCSS.ELA-Literacy.SL.1.3, CCSS.ELA-Literacy.RL.2.7, CCSS.ELA-Literacy.SL.2.3, CCSS.ELA-Literacy.RL.3.1, CCSS.ELA-Literacy.RL.3.7)



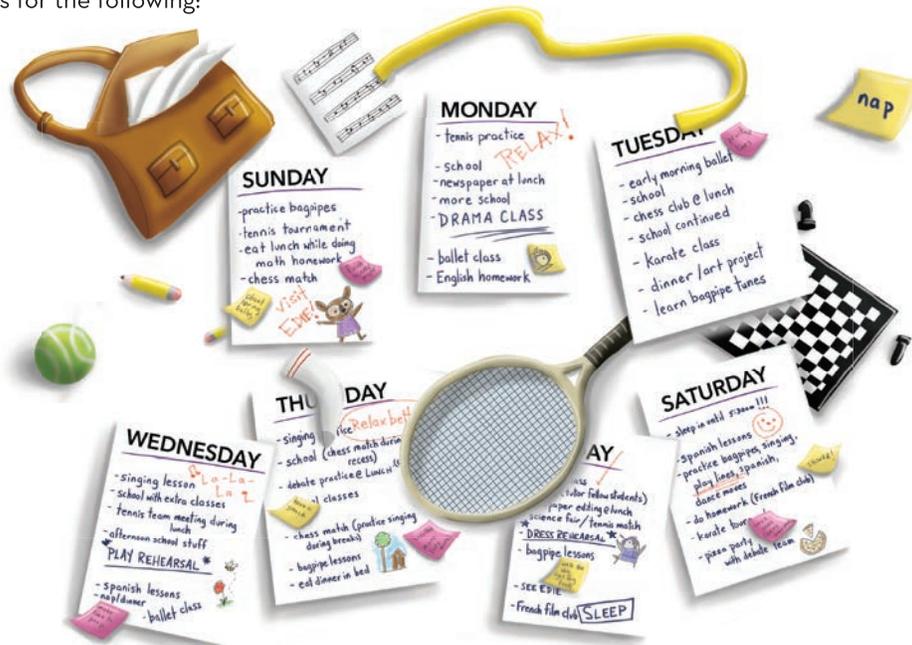
4. CLUBS

- Make a list of all the different clubs that Andrew joined and note the reason he joined. Share your list in chart-form.
- What kind of club did Andrew and his friends create at the end of the story? What were the rules? If you were to create a club with one or more friends, what would your club be all about? What would your club be called? Discuss and write a list of club rules. Where would your club meet? How often would you meet? Design a sign that is representative of your club.
- Andrew joined a variety of different clubs, each requiring different skills. Do you think Andrew was a risk-taker? Why or why not? Have you ever taken a class or joined a club in order to improve or learn something new? Did you take a risk in doing so? Explain your thinking.

5. SCHEDULING

- Andrew was involved in a lot of different activities. Can you think of a way for him to fit it all in? Create a weekly schedule and slot in times for the following:

- Breakfast
- Lunch
- School
- Drama club
- Debate club
- Chess club
- Ballet lessons
- Karate lessons
- Tennis team
- Newspaper editor
- French film club
- Singing lessons
- Spanish classes
- Bagpipe lessons
- Playtime with Edie
- Dinner
- Homework
- Bedtime



- Think about everything you did yesterday, from the time you woke up to the time you went to sleep. Make a list of the main activities and then sort your list according to whether the activity was for fun, school or both. Looking at your sorted list, do you think yesterday could be labeled a “fun day” or a “school day?”
- Create a schedule of your typical week. Do you think you are over-scheduled?

COMMON CORE STATE STANDARDS



TEXT TYPE: LITERATURE – STORIES

READING: LITERATURE

- CCSS.ELA-Literacy.RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.K.3** With prompting and support, identify characters, settings and major events in a story.
- CCSS.ELA-Literacy.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).
- CCSS.ELA-Literacy.RL.K.10** Actively engage in group reading activities with purpose and understanding.
- CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.1.3** Describe characters, settings and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.1.7** Use illustrations and details in a story to describe its characters, setting or events.
- CCSS.ELA-Literacy.RL.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.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.
- CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-Literacy.RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).



WRITING

- CCSS.ELA-Literacy.W.K.1** Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).
- CCSS.ELA-Literacy.W.K.3** Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- CCSS.ELA-Literacy.W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- CCSS.ELA-Literacy.W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCSS.ELA-Literacy.W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- CCSS.ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.
- CCSS.ELA-Literacy.W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- CCSS.ELA-Literacy.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.



SPEAKING AND LISTENING

- CCSS.ELA-Literacy.SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-Literacy.SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- CCSS.ELA-Literacy.SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- CCSS.ELA-Literacy.SL.K.6** Speak audibly and express thoughts, feelings and ideas clearly.
- CCSS.ELA-Literacy.SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-Literacy.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-Literacy.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCSS.ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- CCSS.ELA-Literacy.SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

