

A Common Core State Standards
Aligned Discussion/Project/Reader's
Theater Guide for Grades Pk-3

IDEA JAR

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Written by Adam Lehrhaupt

Illustrated by Deb Pilutti

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From the author of Warning: Do Not Open This Book comes a lively story about a teacher's special jar where her students keep their story ideas—but watch out when those ideas go on the loose!

The idea jar is where students keep their ideas—anything from a Viking to a space robot to a giant dragon. These ideas can be combined to make new exciting stories. But watch out when the ideas escape the jar—they might get a little rowdy! Adam Lehrhaupt's newest picture book is sure to inspire creativity, imagination, and adventure.

Guide created by
Debbie Gonzales, MFA



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Pre-Reading Discussion Questions

Consider the front cover:

- Identify the characters and creatures gathered together in the jar.
- How do you think they managed to get inside the jar? Explain your answer.
- Determine how they feel about being inside the jar. How do you know?
- The title of this book is IDEA JAR. The word *idea* is defined as a thought or a suggestion. If the characters and creatures trapped inside the jar are considered to be *ideas*, then what purpose do they serve?
- Discuss why anyone would want to keep ideas in a jar.

Consider the back cover:

- Identify the character depicted in the center of the circle.
- Tell what he is doing and why.
- Explain why this character is not trapped in a jar, like the characters and creatures on the front cover are.
- Read the text surrounding the circle. Do you agree that it is important to create stories with your ideas? How so?
- The word *rowdy* means loud, rough, and wild. Explain how ideas for stories could possibly get rowdy.
- After considering the illustrations and text on the front and back cover, predict what IDEA JAR is going to be about.

Met the author - Adam Lehrhaupt:

- Mr. Lehrhaupt has led a fascinating life. Some of the interesting things he has done are to work as a ski and snowboard instructor, backstage for a famous rock band, and has traveled all over the US, as well as South America, Europe, and Asia. Do you think that his intriguing life experiences might inspire clever story ideas such as those in IDEA JAR? How so?
- He left a job as an Art Director to become a full-time author. Consider how being an art director might help Mr. Lehrhaupt become a better author of picture books.
- To learn more information about author Adam Lehrhaupt, access his website at adamlehrhaupt.com.



Met the illustrator - Deb Pilutti:

- Ms. Pilutti is a multi-talented graphic designer. In addition to writing and illustrating lots of fascinating picture books, she's designed different types of toys and games, logos for a theme park, greeting cards, websites and much more. Discuss how a playful imagination helps Ms. Pilutti to discover creative ideas to do her work.
- Ms. Pilutti has written a number of clever picture books. Discuss how being an illustrator might benefit Ms. Pilutti's writing. Consider how writing might make her a better illustrator.
- Access Ms. Pilutti's website at debpilutti.com to learn more about her as a person, as an illustrator and as a writer.



Post-Reading Discussion Questions

*This is my teacher's Idea Jar.
We keep our story ideas in it.*



- An *idea* is defined as a thought or a feeling. Is it possible to keep thoughts or feelings contained in a jar? Explain your answer.
- Discuss how thoughts and feelings can become story ideas.
- Observe the illustration depicting a jar filled with slips of paper. Determine why the slips of paper have words printed on them.
- Notice that the slips labeled “viking” and “space robot” are the easiest to read. Can you guess why the illustrator chose to arrange the slips in this way? Explain your answer.

*It's important to create stories for your ideas,
or else your ideas get rowdy.
That can be trouble.*



- The word *rowdy* means noisy, unruly, and wild. Determine how ideas without stories might become rowdy.
- Do you agree that it is important to create stories? Why or why not?
- The word *trouble* means danger, worry, and that bad things can happen. If ideas are simply thoughts and feelings, how is it possible for them to create trouble? Explain your answer.
- Discuss the troublesome events that take place after the Viking tips the Idea Jar over. Identify how the story ideas became rowdy.

*These ideas need a story.
Will you help?
Let's start with one idea.*



- Explain how the Viking feels about, finally, being included the story.
- What does the Viking want? Identify what is important to him.
- Consider how the students's reaction to the Viking sailing his ship in the classroom. Observe the illustration to interpret their response to this story idea.
- Discuss how beginning with the Viking rowing his ship helps to calm the rowdy feeling that occurred when the ideas did not have a story to belong to.



Then weave in another.

- Discuss the effect of adding another idea to the story.
- Explain why the Space Robot and the Viking are in conflict with one another.
- Tell what the Space Robot wants. How do you know?
- Consider how the characters's conflict serves to make the overall story more interesting.
- Notice the students's reaction to the tension created between the Viking and the Space Robot.
- Even though the Viking and the Space Robot are challenging each other, explain why and how this action is different than the rowdiness created when all of the ideas were spilled out of the jar.



Now we turn things up a notch.

- Describe the action featured in this illustration.
- Explain why the Dragon is holding the Space Robot in his grip.
- Determine what the Dragon wants.
- Determine why the Viking is rowing away from the Dragon.
- Tell how the Space Robot feels about being held by the Dragon.
- Discuss how adding another idea helped to make the story even more exciting.
- Do you think that these ideas are happier now that they belong to a story? Explain your answer.

Excellent work! Here's the big finish!

- Describe the action taking place in this illustration.
- Earlier, the Space Robot and the Viking were in conflict with each other. Explain why the Viking seems to helping the Space Robot in this scene. Why is he doing so? What caused the change in his character?
- Notice that the Horseless Cowgirl story idea has been added to the scene. Consider how she adds yet another level of interest in the story.
- Observe the background of this illustration. Identify other story ideas that were once trapped in the Idea Jar. Explore reasons why they are not being rowdy, like they were earlier in the story.



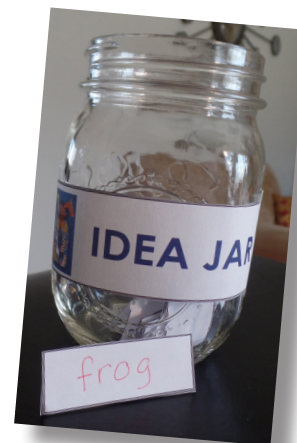
Your Idea Jar

There's no such thing as a bad story idea.

Objective: To write, illustrate, and recite an original narrative using newly-acquired vocabulary.

Materials:

- IDEA JAR, the book
- Story Idea Slips & Idea Jar Label (Guide, pg. 7)
- Write it. Draw it. Talk It. template (Guide, pg. 8)
- Jar
- Scissors
- Tape
- Pencil
- Markers



Procedure 1 - Make an Idea Jar:

- Following a close reading and discussion of IDEA JAR, ask the students to identify the objects depicted on the title page at the beginning of the book. Identify how each of these objects were featured in the storyline.
- Discuss how the simple objects arranged on a shelf became the inspiration for an action-packed story.
- Print the **Story Idea Slips & Idea Jar Label** found on the following page. Use scissors to trim around borders. Tape Idea Jar Label to side of jar.
- Encourage students to consider objects that are a part of their everyday world; toys, pets, nature, clothing, etc. Instruct them to list objects on story strips. Place labeled story strips inside their Idea Jar.

Procedure 2 - Write it. Draw it. Talk it.:

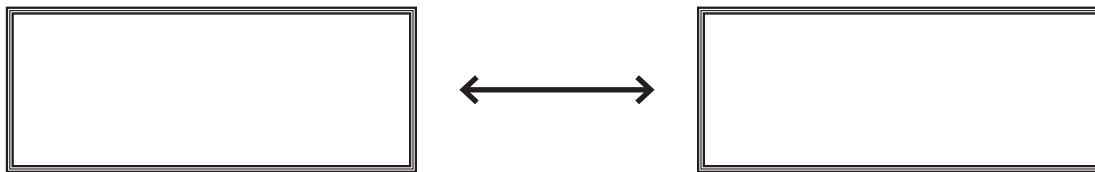
- Print a copy of the **Write it. Draw it. Talk It. template**.
- Choose two Story Idea Slips from the Idea Jar. Tape them in the spaces provided.
- Consider the connection between the two story ideas. Imagine how they interact with one another. Determine how they can spark an interesting story idea.
- Instruct students to write an action-packed story centered around the interaction between the two story ideas in the space provided.
- Encourage them to illustrate a scene (or multiple scenes) of the story.
- Tell the students to orally present their work to the class.



Story Idea Slips & Idea Jar Label



Write it. Draw it. Talk It.



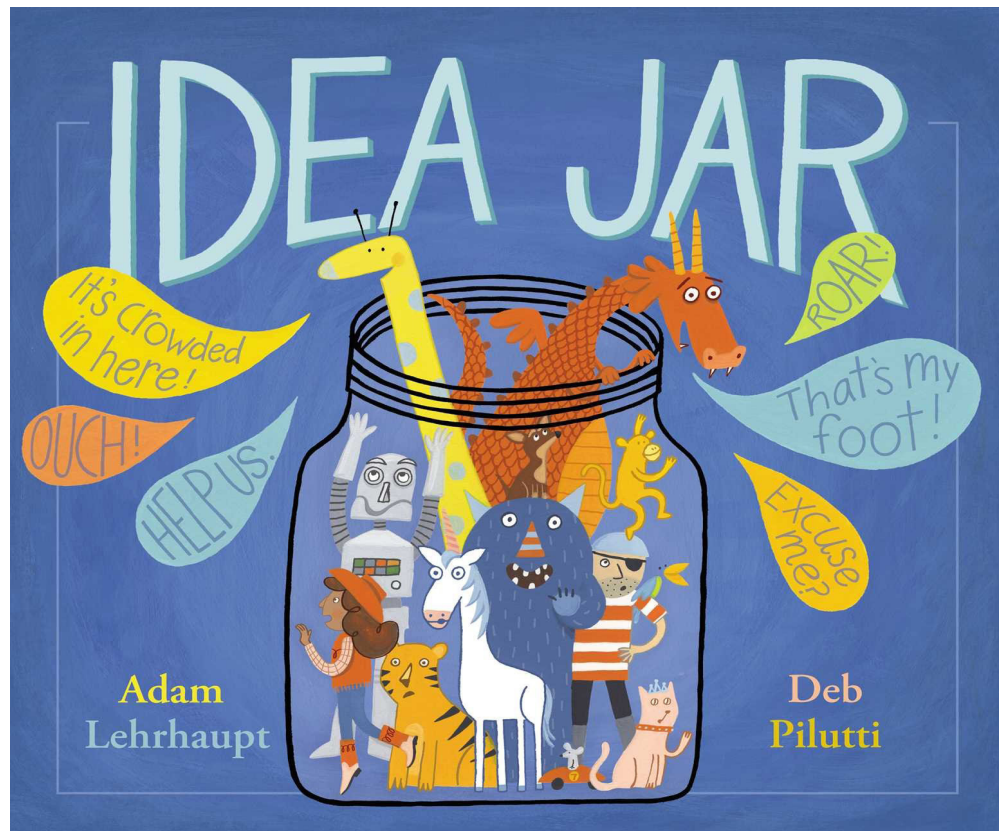


IDEA JAR

By Adam Lehrhaupt

Illustrated by Deb Pilutti

A Reader's Theatre



Cast of Characters

Narrator 1
Narrator 2
Narrator 3
Teacher
Space Robot
Horseless Cowgirl
Dragon
Viking
Boy1
Girl 1
Boy 2
Girl 2
Giraffe
Tiger
Mouse
Cat
Unicorn
Pirate
Monkey
Monster
Dog
Parrot
Classmates

Props (optional)

Jar filled with Story Idea Strips, a few classroom desks,
sheet of art paper, and crayons



Act I

NARRATOR 1 (Holding the Idea Jar.) This is my teacher's Idea Jar. We keep our stories in it. My teacher says a story idea can be anything we want.

TEACHER (Standing beside Narrator 1, nodding and smiling.)

NARRATOR 1 (Chooses a slip from the jar.) A space robot.

SPACE ROBOT (Stands near Narrator 1, waving to the audience.)

NARRATOR 1 (Chooses a slip from the jar.) A horseless cowgirl.

HORSELESS COWGIRL (Stands near Narrator 1, waving to the audience.)

NARRATOR 1 (Chooses a slip from the jar.) A giant dragon.

DRAGON (Stands near Narrator 1.) ROAR!

NARRATOR 1 There's no such thing as a bad story idea. (Chooses a slip from the jar.)

VIKING (Stands near Narrator 1 with hands on hips in attempt to appear brave and important.)

NARRATOR 1 And there are tons of ways to make a story.

BOY 1 (Pantomime writing seated at desk.)

NARRATOR 1 You can write it.

VIKING (Hovers over boy's back.) Pssst! Put a Viking in it. Vikings are cool.

NARRATOR 1 You can draw it.

GIRL 1 (Drawing a picture with crayons and art paper.)



VIKING (Hovering over girl.) That ship should be way bigger.

GIRL (Ignores Viking's comment.)

NARRATOR 1 You can talk it.

GIRL 2 (Walks across stage.) ...then, a badger knocked over the door.

BOY 2 (Follows Girl 2.) ... and shouted, "Who has my pink dress?"

VIKING (Follows Boy 2, pleading.) What about a Viking? EVERYTHING is better with a Viking.

NARRATOR 1 You can even combine ideas to make your story event better. (Chooses an idea slip from the jar and hands it to the Viking.)

VIKING (Reads the story idea slip) Bored. (Pantomimes disinterest.)

NARRATOR 1 It's important to create stories for your ideas, or else your ideas will get rowdy.

VIKING & NARRATOR 1 (Loudly, in unison.) That can be trouble!



Act II

NARRATOR 2 When it's part of a story, an idea is happy.

**COWGIRL, TIGER,
MOUSE, CAT, DOG,
MONKEY, PIRATE,
PARROT, DRAGON,
GIRAFFE, SPACE
ROBOT, UNICORN,
MONSTER** (Standing clustered together as if squished in the Idea Jar.)

DRAGON ROAR!

GIRAFFE Help!

MONSTER We need a story!

PIRATE It's crowded in here!

TIGER PLEASE!

CAT Meow!

COWGIRL Right now!

SPACE ROBOT Let us out!

MONKEY Watch it! That's my foot!

PARROT Ouch!

MOUSE Squeek!

UNICORN Let me out of here!

DOG Aaaroooooooo!

NARRATOR 2 But when it's not...

VIKING (Sneak up close to the cluster of characters.)

NARRATOR 2 Oh, no! The ideas!!!!



VIKING	(Shove the characters.)
NARRATOR 2	(Hands on head) Oh, no! This isn't good.
COWGIRL, TIGER, MOUSE, CAT, DOG, MONKEY, PIRATE, PARROT, DRAGON, GIRAFFE, SPACE ROBOT, UNICORN, MONSTER	(Fall to the ground in a big heap. Tumble, turn, and tangle on the floor.)
NARRATOR 2	Watch those lasers!
SPACE ROBOT	(Pantomime shooting laser beams out of eyes.)
GIRL 1, GIRL 2, BOY 1, BOY 2	DUCK! (Run for cover. Fall to the ground. Cover heads with hands.)
NARRATOR 2	Whoa! Big lizard!!!
DRAGON	ROAR! (Stomp around. Pantomime swinging big tail toward children) ROAR!
GIRL 1, GIRL 2, BOY 1, BOY 2	HIDE! (Run for cover. Huddle under classroom desk.)
NARRATOR 2	Oh, no! Stampede!
VIKING	RUN!!!!
COWGIRL, TIGER, MOUSE, CAT, DOG, MONKEY, PIRATE, PARROT, DRAGON, GIRAFFE, SPACE ROBOT, UNICORN, MONSTER	(Chase the Viking, creating a chaotic scene.)
NARRATOR 2	These ideas need a story. Will you help?



Act III

- NARRATOR 3** Let's start with one idea.
- VIKING** (Excitedly) Me! Me!
- TEACHER** Yes, let's start with a Viking calming rowing his ship on the ocean.
- VIKING** (Pantomime rowing a ship on the ocean.)
- NARRATOR 3** Then, let's weave in another.
- TEACHER** (Reaches into the Idea Jar for another story idea slip.) How about a Space Robot with laser beams shooting from its eyes. The Viking uses his shield to protect himself from the deadly rays.
- SPACE ROBOT** (Stare down the Viking in a menacing way.)
- VIKING** (Pantomime holding a shield against the Space Robot's deadly rays. Struggle to maintain safety.)
- NARRATOR 3** That was great! Now let's turn things up a notch.
- TEACHER** (Reaches into the Idea Jar for another story idea slip.) Next a fire-breathing dragon comes to the Viking's rescue by restraining the Space Robot, giving the Viking time to row away to safety.
- DRAGON** (Physically restrain Space Robot.) ROAR!
- SPACE ROBOT** (Mope and pout because plans to destroy the Viking have failed.)
- VIKING** (Pantomime frantically rowing ship in opposite direction to safety.)
- NARRATOR 3** Excellent work! Here's the big finish!
- TEACHER** Dragon and Space Robot square off to exchange fire-breath and laser-eyes. Viking is aware that Space Robot needs help and returned to his rescue. The battle is equal. Dragon, Space Robot, and Viking surrender and become friends.



- DRAGON** (Fiercely approach Space Robot. Pantomime blowing fire with every step.) ROAR!
- SPACE ROBOT** (Struggle, as if the fire-breathing Dragon is too much of a threat.)
- VIKING** (Rush to Space Robot's rescue. Join with Space Robot to defeat the Dragon.)
- TEACHER** (Dragon and Space Robot square off to exchange fire-breath and laser-eyes. Viking is aware that Space Robot needs support to compete and comes to his rescue. The battle is equal. Dragon, Space Robot, and Viking surrender and become friends.)
- ENTIRE CAST** (Cheer!) YAY! YAY! Hip, hip hooray!
- NARRATOR 3** WOW! You were awesome. Look how happy they are.
- VIKING, SPACE ROBOT, DRAGON** (Shake hands. Pat each other's shoulders as if becoming great friends.)
- TEACHER** (Extending Idea Jar out before him.)
Now, everyone, back in the jar!
- COWGIRL, TIGER, MOUSE, CAT, DOG, MONKEY, PIRATE, PARROT, DRAGON, GIRAFFE, SPACE ROBOT, UNICORN, MONSTER, VIKING** (Rush to huddle together as if crammed inside the Idea Jar.)
- NARRATOR 1, NARRATOR 2, NARRATOR 3, GIRL 1, GIRL 2, BOY 1, BOY 2** (Take Idea Jar from Teacher. Link arms.) Let's try a story with more ideas next!

THE END



Common Core State Standards Alignment

		Discussion Questions	Story Ideas	Write, Draw, and Talk	Reader's Theater
English Language Arts Standards » 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.2	With prompting and support, retell familiar stories, including key details.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.	✓			
CCSS.ELA-Literacy.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.	✓			
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.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓			✓
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	✓			
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓			✓
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	✓			
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓
CCSS.ELA-Literacy.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.	✓			
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	✓			
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.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	✓			✓
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).	✓			



		Discussion Questions	Story Ideas	Write, Draw, and Talk	Reader's Theater
English Language Arts Standards » Reading: Foundational Skills					
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
English Language Arts Standards » Writing					
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.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		✓	✓	
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.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.		✓	✓	
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.2.8	Recall information from experiences or gather information from provided sources to answer a question.		✓	✓	
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.		✓	✓	



		Discussion Questions	Story Ideas	Write, Draw, and Talk	Reader's Theater
English Language Arts Standards » Reading: Speaking & Listening					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	
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 <i>grade 1 topics and texts</i> 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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			✓	
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> 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.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		✓	✓	
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓	✓	✓	✓
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.	✓			✓
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓

