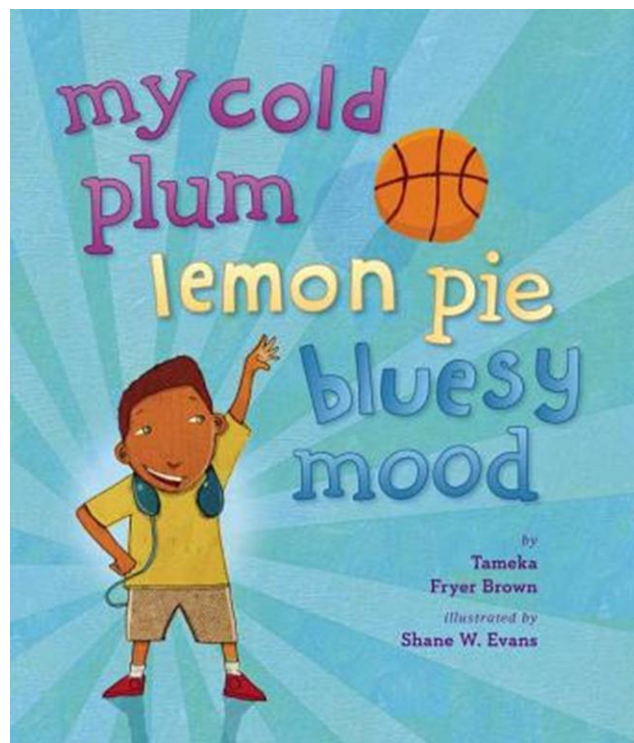


A CCSS Annotated Discussion and Activity Guide for

*my cold plum lemon pie  
bluesy mood*

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Illustrated by Shane W. Evans



Published by Viking (an imprint of Penguin Group)

Guide Created by Debbie Gonzales

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## CCSS Annotations

### Reading Standards for Literature

|         |   | Discussion Questions & Writing Prompts | Color/Mood Poetry | Color Wheel Collage |
|---------|---|--|-------------------|---------------------|
| 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.7  | With prompting and support, describe the relationship between illustrations and the story in which they appear.   | ✓                                      |                   | ✓                   |
| 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.1.3  | Describe characters, settings, and major events in a story, using key details.  | ✓                                      |                   |                     |
| RL.1.7  | Use illustrations and details in a story to describe its characters, setting, or events.  | ✓                                      | ✓                 | ✓                   |
| 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.  | ✓                                      |                   |                     |
| 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.3.1  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   | ✓                                      |                   |                     |
| 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.   | ✓                                      |                   |                     |
| 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. | ✓                                      | ✓                 |                     |
| 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 Standards

|       |  | Discussion<br>Questions/Writing<br>Prompts | Color/Mood<br>Poetry | Color<br>Wheel<br>Collage |
|-------|--|--|----------------------|---------------------------|
| 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.    | ✓  | ✓                    |                           |
| W.K.2 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in reaction to what happened.   | ✓  |                      | ✓                         |
| 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.               | ✓  | ✓                    |                           |
| 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.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  | ✓  | ✓                    |                           |
| 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.                      | ✓  |                      | ✓                         |
| 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.1.5 | 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.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   | ✓  | ✓                    |                           |
| 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. | ✓  | ✓                    | ✓                         |
| 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. | ✓  |                      |                           |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  | ✓  | ✓                    |                           |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question.  | ✓  | ✓                    | ✓                         |
| W.3.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   | ✓  |                      |                           |
| W.3.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  | ✓  | ✓                    | ✓                         |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | ✓  | ✓                    | ✓                         |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  | ✓  | ✓                    |                           |
| W.3.8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  | ✓  | ✓                    | ✓                         |

## Discussion Questions & Writing Prompts

**Note:** Use one or all of the following discussion questions as story starters. Younger children may use the paper provided on page 7, on which they can write their narratives on the lines below and illustrate it in the space above. Older children may desire to use more age-appropriate paper or draft their work on the computer. Whatever the medium, encourage the child to engage in conversations about Jamie’s experience and how it relates to their own.

1. Look closely at the illustration on the title page, the one featuring Jamie wearing a headset while holding a microphone made of a tennis ball and a toilet paper roll.
  - a. What is Jamie doing?
  - b. What is his mood at this moment?
  - c. What kinds of colors are used in this illustration?
  - d. Do the colors match the way Jamie is feeling in this illustration? How so?
  - e. In what way is Jamie using his imagination?
  - f. In what ways do you like to use your imagination?
  - g. Write a short narrative about the ways you like to use your imagination.
  
2. Study the illustration featuring two boys seated on the couch, each holding video game controls in their hands.
  - a. What is happening in this picture?
  - b. Who are those big boys?
  - c. What are they making Jamie do?
  - d. Are the bigger boys being fair to Jamie?
  - e. What is Jamie’s mood in this illustration? How do you know?
  - f. How is color used to set the mood in this illustration?
  - g. What do the lines “Storm brewing inside / That I hide / ‘Cause I don’t want any trouble space” mean to you?
  - h. Have you ever had to hide your feelings of anger or frustration? Why would you do so?
  - i. Is it better to control your temper than to lash out at others?
  - j. Have you ever had an experience like this with a sibling or a friend? If so, write a narrative about a time you were angry, yet controlled your temper.
  
3. Consider the next illustration drawn in bright shades of green.
  - a. How is the mood in this illustration different than the last?
  - b. Notice the lively jungle scene rising up from Jamie’s drawing. What does this illustration suggest about Jamie’s imagination?
  - c. Think about the words, “Little sis smiling really wide green / Even let her kiss my cheek.” What does this say about Jamie’s feelings for his younger sister?
  - d. Can Jamie be himself with his younger sister?
  - e. Can he share his imagination and dreams with her?
  - f. Do you think Jamie feels safe with her?

- g. Is there someone in your life that you feel safe with? Someone who you can be yourself with? Someone you can share your imagination and dreams with? If so, who?
  - h. Write a narrative about that special person you feel safe enough to be yourself with.
4. Turn to the next illustration where Jamie is, “So mad my / Mood turns black.”
- a. What has happened?
  - b. One moment Jamie was enjoying himself with his crayons and the next his brothers are teasing him. Have you ever been in a situation like this? How did you handle yourself? What did you do?
  - c. Jamie “swallows” his urge to fight back. Is this hard to do? Is it always a good thing to do?
  - d. What happens if someone holds in all of their anger? Will they eventually have to express it?
  - e. Do you think Jamie handled this situation in the right way?
5. Look at the illustrations in which Jamie is happy playing basketball.
- a. Is Jamie enjoying himself? How do you know?
  - b. Study the use of color in this illustration. How does the color orange help create mood?
  - c. Think about the line, “J in your face, doin’ what I do.” Do you think that Jamie is confident on the basketball court? Is he happy?
  - d. Can being active help relieve frustrations?
  - e. Do you think being active is helping Jamie deal with the frustration of being teased by his older brothers?
  - f. Are there other good ways to relieve frustrations such as these? What do you do?
  - g. Write a narrative about constructive ways to deal with stress and frustration.
6. “Shake me, shove me / Into brown / *This time* / I won’t be pushed around!”
- a. What is happening in this picture?
  - b. Is even Jamie’s little sister teasing, too? Why?
  - c. Why do you think Jamie is responding differently to his siblings’ teasing this time?
  - d. Is he swallowing his frustrations?
  - e. Is he letting his siblings get the best of him?
  - f. Is he standing up to them in an appropriate way?
  - g. Do you think that Jamie is physically or mentally stronger than he was in the beginning of the book?
  - h. What brought about the change in Jamie?
7. Consider the illustration featuring the entire family working together to clean up the dishes.
- a. What is Jamie’s mood in this illustration?
  - b. Who do you think he has loving feelings for?
    - i. His parents?
    - ii. His little sister?
    - iii. His older brothers?

- iv. His entire family?
  - c. Is it possible to feel both anger and love for a person? For a sibling?
  - d. What do you think caused his siblings to treat him a little nicer?
  - e. Do you think, maybe, they respect Jamie a little more?
  - f. Do you think, maybe, Jamie respects himself a little more?
  - g. Write a narrative about a time you or someone else stood up for themselves. Tell about the situation and the results.
8. The word “being” is used three times in *my cold plum lemon pie bluesy mood*.
- a. What does the word being mean to you?
  - b. Does it have to do with things that you’re feeling? Being happy, angry, content?
  - c. Thumb through the book to find the places where the word being is used. What kinds of moods was Jamie in at the “being” places of the story?
  - d. Consider the wide range of colorful emotions and moods Jamie felt throughout the book. Do you think they’re all a part of Jamie’s being?
  - e. What about yourself? Are you capable of this same wide range of colorful emotions and moods?
  - f. Write a narrative about one of your moods. Give it color. Give it a name. Tell about your feelings – your being.

# Writing Paper

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline.



## ***my cold plum lemon pie bluesy mood Poetry***

Poets and authors use a literary tool called the metaphor to paint mood-filled word pictures in their work. Metaphors are what are known as figurative language – words that paint pictures in the mind. Whether the intended tone is stormy or sunny or blustery, metaphors help to express mood in stories and poems.

The mood of a story or poem expresses the attitude, or atmosphere, or state of mind of character or place. Mood is all about the feel of a word, place, or color! What color do you feel like being?

The use of color also helps to express mood in a sensory kind of way. For example, the use of color in *my cold plum lemon pie bluesy mood* suggests exactly how Jamie felt throughout the story. You, too, can write a poem using color as a metaphor for feelings. Pick your favorite color and follow the instructions below and you'll be able to write your own *my cold plum lemon pie bluesy mood* poetry!

### **Materials:**

- Worksheet found on page 8.
- Pencil

### **Procedure:**

- Have the child choose a color, thinking deeply about the sensorial aspects of that color.
  - How does that color taste?
  - What does it look like?
  - Feel?
  - Sound?
  - Smell?
- Using the worksheet found on page 8, consider the metaphorical and sensory aspects of their chosen color. Consider the example below:

### Blue

Blue tastes minty like winter-fresh candy.

Blue looks breezy like flags flapping in the breeze.

Blue feels wet like a dip in a backyard swimming pool.

Blue sounds quiet like cloud-filled, summer sky.

Blue smells fresh like the beginning of a brand-new, wonderful day!

- Note the underlined words in the poem above. Students will fill in the blanks in the same way using the worksheet found on the following page.

\_\_\_\_\_

tastes

like

looks

like

feels

like

sounds

like

smells

like

## Color Mixing

This activity is a hands-on, repetitive, and satisfying way to work with primary and secondary colors.  
Easy to mix. Easy to clean. Easy to start all over again!

### Materials:

- Three glass or clear plastic containers
- A six-place paint mixing dish (can be found at a craft store)
- An eye-dropper
- Red, yellow, and blue food coloring
- Water
- A sponge



### Procedure:

- Fill glasses half-way with water and place a few drops of food coloring in each. The water should look like those pictures above. Notice that the colors featured are red, yellow, and blue – the primary colors.
- In one space, use the eye-dropper and place a few drops of one of the primary colors available. As you can see in the picture number 2, the color blue has been chosen.
- Next, fill the eyedropper with a different primary color and drop it into the original spot. In picture number 3, the color yellow was added to the color blue. What color does blue and yellow make? You guessed it! The secondary color of green.
- Feel free to experiment with all of the primary colors. Boldly mix them up. Have some *my cold plum lemon pie bluesy mood* fun with this!
- When you're finished with one round, use the sponge to clean up the spaces and do it all over again!



*What primary colors were used to make orange?*

*What primary colors were used to make purple?*

*What colors make brown?*

*What colors make black?*

## A Color Wheel Collage

*Yeah, I'm in a mood  
A feeling kind of mood  
A being kind of mood  
Is what I'm in...*

A color wheel is visual representation of colors and their relationship with one another. It is comprised of various types of colors, as listed below.

- Primary colors – colors that cannot be created by mixing with other colors
- Secondary colors – colors created by mixing two primary colors
- Tertiary colors – colors made by mixing primary and secondary hues
- Complementary colors – colors located across the color wheel
- Analogous colors – colors located near each other on the color wheel

Also, with regard to establishing mood, according to [www.worqx.com](http://www.worqx.com), colors can be arranged in active or passive hues. Colors such as bright red, orange, and bright purple can be considered to be active. Consider how the illustrator Shane Evans used these colors throughout the book.

- Remember Jamie's orange mood when he was playing basketball?
- How about his red / run mood when he hurried home after playing basketball?
- Or his bright and happy lemon-pie yellow mood at dinner time?

Darker tones such as deep blue, forest green, and indigo are known as passive hues. These colors tend to suggest a calm, relaxed mood. Notice how Shane used passive hues in the following illustrations.

- Remember how content Jamie was when he was drawing the green dragon for his sister?
- How about in the beginning and the end of the book when Jamie is feeling relaxed and happy in his purple cold plum mood?
- Jamie found washing the dishes to be soothing, a mood expressed by the color blue.

As you create a color wheel following the directions below, think about how different colors make you feel. Are there colors that make you feel lively, or active, or energized? How about colors that make you feel sleepy or quiet or calm?

### Materials:

- Glue stick
- Scissors

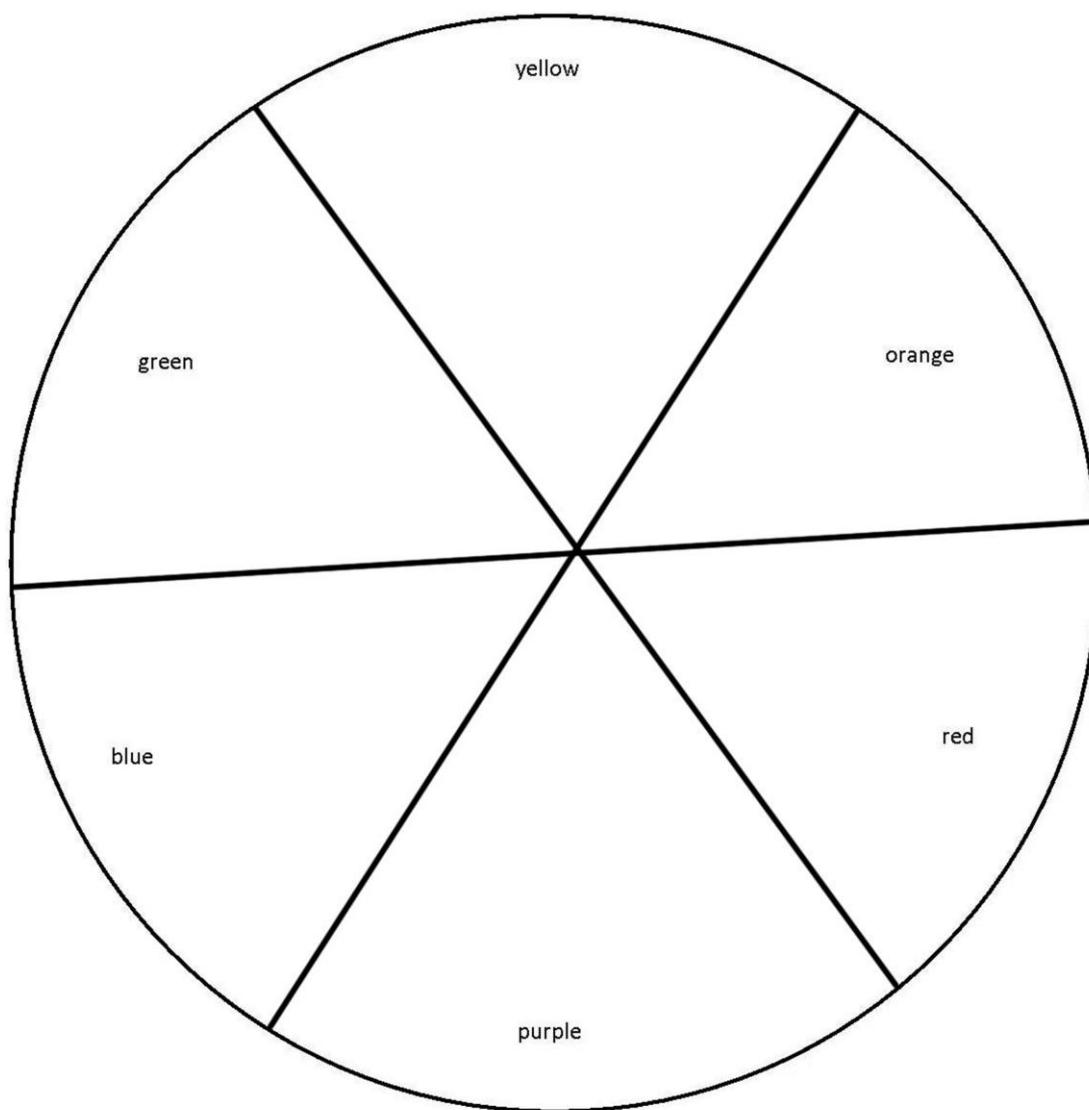
- Old magazines
- Cardstock
- Base and *my cold plum lemon pie bluesy mood* Color Wheel circles found on pages 13 & 14.

**Procedure:**

- Print the Color Wheel circles (pages 13 & 14) on cardstock.
- Use scissors to cut around the circular edges.
- Note the color names written around the base color wheel. Search through the old magazines to find pictures to match that color. For instance, a model may be wearing a red dress. Tear that picture out of the magazine and use it for the red triangular portion of your color wheel.
- Search through the magazines to find all of the colors printed on your large color wheel.
- Snip your chosen magazine pages into lots of tiny collage pieces.
- Using your glue stick, collage the correct color in the designated spot on the large color wheel. Try to cover all of the cardstock with bits of colored magazine paper.
- When the large color wheel has been completely covered with small bits of paper, glue the *my cold plum lemon pie bluesy mood* color wheel in the center.
- Take care to line up the primary, secondary, and tertiary colors of your collage with the colors on the *my cold plum lemon pie bluesy mood* color wheel.



## Color Wheel Collage Cut-outs: The base



# Color Wheel Collage Cut-outs: The *my cold plum lemon pie bluesy mood* color wheel



## *my cold plum lemon pie bluesy mood* Cryptogram Puzzle

Directions:

- Solve the cryptogram puzzle below using the mood colors referenced in the book.
- To figure out the final clue, place the letter for the corresponding number in the puzzle clue on the last line *my cold plum lemon pie bluesy mood* Cryptogram Puzzle answer guide can be found on page 16.



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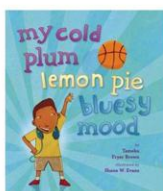
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# *my cold plum lemon pie bluesy mood* Cryptogram Puzzle

## Answer Guide



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# Acknowledgements

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[www.readerkidz.com](http://www.readerkidz.com)

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