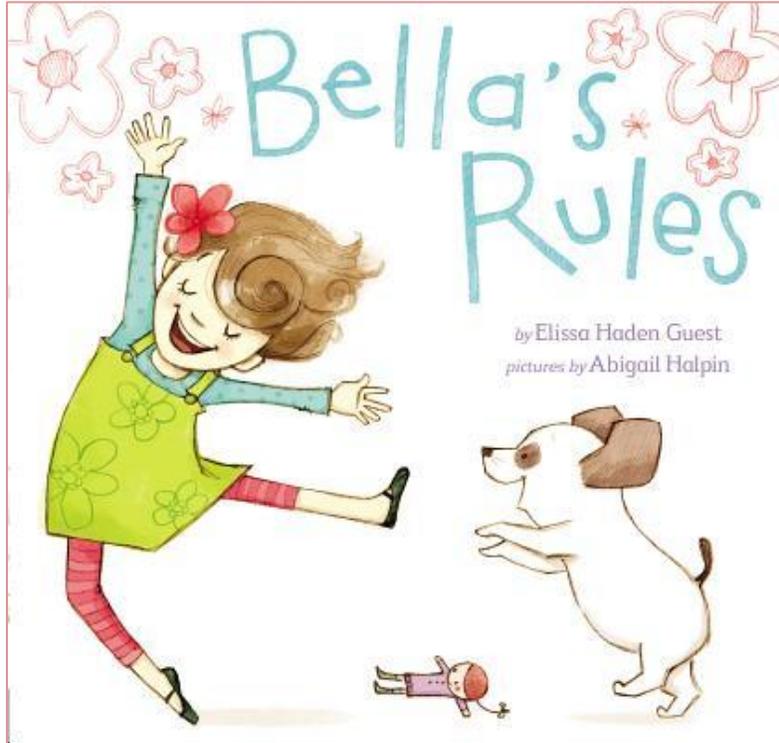


A Common Core State Standards Annotated
Discussion and Activity Guide for



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Guide Created by Debbie Gonzales



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Guest, Elissa Haden, and Abigail Halpin. *Bella's Rules*. New York: Dial Books for Young Readers, 2013.



Let's Take a Book Walk: A Pre-Reading Activity

Take a long look at the front cover of *Bella's Rules*.

- Describe the girl in the illustration. Study her expression and body language.
 - How is she feeling?
 - Why is she feeling this way?
 - Have you ever felt this way?
 - What were you doing when you felt like this girl does?
- Describe the puppy in the illustration.
 - How does the dog feel?
 - How does the dog feel about the girl in the illustration?
 - Who does the dog belong to?

Take a long look at the back cover of the book.

- Describe the illustration.
 - What is happening in this scene?
 - Why are the dog's feet pink?
 - What is the girl's feeling at this moment? Why?
 - What is different about the girl on the front cover and the back?
 - What do you think happened to cause a change in her?
- What do the words "*Bella doesn't like to follow anyone's rules but her own. The problem is...neither does puppy.*" suggest that this book is going to be about?
 - Can you predict what will happen in the story?
 - Who is Bella?
 - What kind of rules do you think this story will be about?

Meet the author and illustrator.

- Author Elissa Haden Guest wrote *Bella's Rules*.
 - How do authors tell stories? What tools do they use?
 - If you were an author, what kind of book would you write? What stories would you tell?
 - Access www.elissahadenguest.com to find out more about author Elissa Haden Guest.
- The pictures for *Bella's Rules* were drawn by illustrator Abigail Halpin.
 - How does an illustrator tell stories? What tools do they use?
 - What kind of book would you like to illustrate, if you were an artist?
 - Access www.theodesign.com to find out more about illustrator Abigail Halpin.



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Discussion Questions

Bella knew the family rules, but she liked her own rules much, much better.

- How are Bella's choices of rules different from the family rules?
- Are Bella's rules troublesome? How so?
- What does she want? How do you know?
- What do Bella's parents want? How do you know?
- Explain how Bella's rules affect her parents, her home, and her own safety.
- What do you think about Bella's choice of rules?

When Bella's parents came home, they had a serious talk with Bella about her behavior.

- Turn to the illustration featuring Bella's parents watching Bella bouncing on her bed.
 - What is happening in this picture? Tell the story behind this illustration.
 - What things are scattered on her bedspread? Why?
 - Do you remember what was happening before this moment?
 - What was Bella doing then?
 - What was Sammy, the babysitter, trying to do then?
 - How was Bella responding to Sammy?
 - Can you guess how Bella is feeling while bouncing on her bed? How do you know?
 - Can you guess how her parents are feeling at this moment? How do you know?
- Do you agree that it is time for Bella's parents to have a 'serious talk' with her? Why?
- What is meant by having a 'serious talk'?

That night Bella's parents placed a long-distance phone call.

- Why do you think Bella's parents called Granny?
- Do you think the phone call had something to do with the 'serious talk'? If so, what did Bella's parents and Granny talk about?

And when Bella got in trouble, Puppy licked her face and made her laugh.

- Turn to the illustration featuring Bella seated on the floor and Puppy is licking Bella's face.
 - What does this illustration say about Bella's relationship with Puppy?
 - Can you guess why the timer is part of this illustration?
 - Can you guess why Bella is seated in the corner of the room?



- Is she experiencing a consequence for something she has done?
- Have you ever had an experience like this?
 - If so, what happened?
 - How did you feel?
 - Did you learn a lesson of some kind, as a result? Explain.

But sometimes Puppy's behavior was too wild, too rude, and too risky!

- Do you think that Puppy knows the family rules?
- Do you think that Puppy likes his own rules much, much better?
- Do you think that, in some ways, Puppy's wild, rude, and risky behaviors are similar to those of Bella?
 - Consider eating cake whenever they choose. Can you find a time when Bella and Puppy followed their own rules for this?
 - Consider playing in mud. Can you find a time when Bella and Puppy followed their own rules for this?
 - Consider making a mess on the bedspread. Can you find a time when Bella and Puppy followed their own rules for this?
 - Consider jumping up on the furniture. Can you find a time when Bella and Puppy followed their own rules for this?
- If Bella and Puppy were behaving in similar ways, why is Puppy's behavior troublesome for Bella? Why does it bother her?

Bella's family was right there to help. And little by little, treat by treat, Puppy learned some new rules.

- Why does Puppy need help learning new rules?
- What are some of the ways Bella's family helps Puppy to learn new rules?
- Why is it important for Puppy to learn new rules?
- How does Puppy's behavior affect Bella and her family?
- Has teaching Puppy new rules changed Bella in any way? How so?
- Have Bella and Puppy helped each other learn to control their behavior? Explain your answer.
- Are there times when it is okay to break the rules, a little? If so, when?



Bella & Puppy: Compare and Contrast

Bella helped Puppy learn the rules until he knew them by heart.

Objective: To discover ways in which the characters are similar and different.

Materials:

- Markers, crayons, or colored pencils
- Pencil
- The Compare & Contrast Graphic Organizer (pg. 7)
- The book *Bella's Rules*

Procedure:

- Slowly review the pages of *Bella's Rules* with the child. Pause on each illustration and ask the child to interpret the action on the page. Engage in conversations about the illustrations and the text with the child about the following topics.
 - Ask the child to point out ways that Bella is different from Puppy. The differences can be physical or motivational.
 - Ask the child to point out ways that Puppy is different from Bella. Once again, the differences may be physical or motivational.
 - Ask the child to discover ways that Bella and Puppy are the same. Encourage the child to discover feelings or activities in which they share commonalities.
 - Ask the child to discover moments in the story in which Bella and Puppy's affection for each other is developing or is quite apparent. Ask the child to find examples of their friendship with one another.
- During the discussion session, point out the use of bubbles, mud, toys, bedspreads, and cupcakes in the story. Are there ways that Bella and Puppy's similarities and differences are highlighted through the use of these things?
- Consider feelings. Are there ways that Bella and Puppy are similar and/or different in their expression of feelings?
- Following the discussion print out the Compare & Contrast Graphic Organizer. In the proper designated places, have the child either illustrate or write a short description of Bella and Puppy's differences, similarities, and an example of their friendship with one another.



Bella's Rules Compare & Contrast Graphic Organizer



Bella

Puppy 

Bella is different from Puppy.

Bella and Puppy are the same.

Puppy is different from Bella.

Bella and Puppy are friends!



Elements of Story Structure

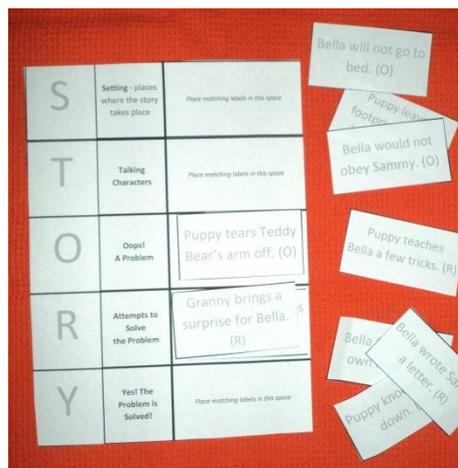
Objective: To use the reading strategy of visualization to teach the five elements of story grammar: characters, setting, problem, attempts to resolve the problem, and resolution.

Materials:

- Elements of Story Structure matrix (pg. 9)
- Elements of Story Structure labels (pgs. 10 & 11)
- Elements of Story Structure answer labels (pgs. 12 & 13)
- Scissors
- Cardstock
- Markers or crayons (optional)
- The book *Bella's Rules*

Procedure:

- Print matrix and labels on cardstock.
- Trim around the frame of the matrix and the labels.
- Review the matrix with the child, pointing out the five elements of story.
 - **Setting – places where the story takes place.**
 - **Talking characters.**
 - **Oops! A problem.**
 - **Attempts to solve the problem.**
 - **Yes! The problem is solved!**
- Read *Bella's Rules* with the five elements of story in mind.
- After *Bella's Rules* has been read and discussed, have the child try to match the Elements of Story Structure labels next to the correlating element of story.
- Check the child's work using the answer labels found on pages 12 & 13.
- As an easy, self-correcting option for younger children, simply use the answer labels to match on the matrix.
- If the child would like to illustrate the backs of some other cards, they can use their illustrated cards as matching labels, as well.



S	Setting - places where the story takes place	<i>Place matching labels in this space</i>
T	Talking Characters	<i>Place matching labels in this space</i>
O	Oops! A Problem	<i>Place matching labels in this space</i>
R	Attempts to Solve the Problem	<i>Place matching labels in this space</i>
Y	Yes! The Problem is Solved!	<i>Place matching labels in this space</i>



Story Structure Labels

Bella follows her
own rules.

Puppy teaches
Bella a few tricks.

Bella will not go to
bed.

Bella would not
obey Sammy.

Bella wrote Sammy
a letter.

Granny brings a
surprise for Bella.

Puppy knocks Bella
down.

Puppy leaves
footprints on the
bedspread.

Puppy tears Teddy
Bear's arm off.

Puppy knows the
rules by heart.



Bella

Granny

Sammy

Bedroom

Puppy

Kitchen

Father

Puppy knows the
rules by heart.

Mother

Staircase



Story Structure Labels with Answers

Bella follows her own rules. (O)

Puppy teaches Bella a few tricks. (R)

Bella will not go to bed. (O)

Bella would not obey Sammy. (O)

Bella wrote Sammy a letter. (R)

Granny brings a surprise for Bella. (R)

Puppy knocks Bella down. (O)

Puppy leaves footprints on the bedspread. (O)

Puppy tears Teddy Bear's arm off. (O)

Bella's family helps Puppy. (R)



Bella (T)

Granny (T)

Sammy (T)

Bedroom (S)

Puppy (T)

Kitchen (S)

Father (T)

Puppy knows the
rules by heart. (Y)

Mother (T)

Staircase (S)



Story Sequencing

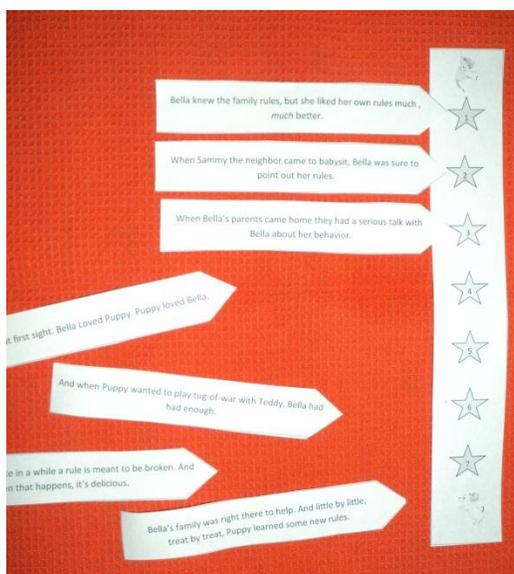
Objective: To practice the skill of sequencing key events of a story in a concrete, manipulative manner.

Materials:

- Cardstock
- Scissors
- The Sequencing Guide and Story Labels (pg. 15)
- The Story Sequencing Answer Guide (pg. 16)
- The book *Bella's Rules*

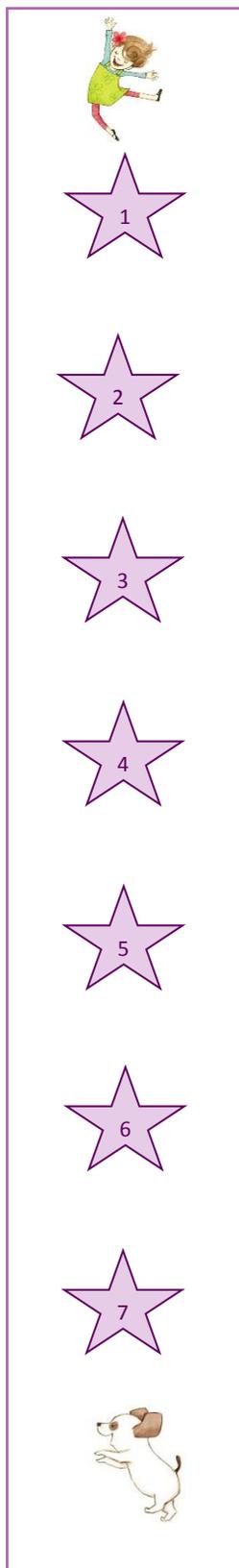
Procedure:

- Print the Sequencing Guide and Story Labels on cardstock.
- Trim around the borders of the story labels and the starred sequence strip.
- Notice that the starred sequence strip is numbered vertically from 1 to 7. The stars delineate the sequence of events as they occur in the story.
- Review the story of *Bella's Rules* by either having the child retell the story verbally or by rereading the book.
- Assist the child in reading the quotations printed on the story labels.
- Place the starred sequence strip on a flat surface.
- Place the story labels in the proper sequence of occurrence by pointing to the numeric star on the sequence strip.
- Check your work by discovering the sequence by rereading the story or use the Story Sequencing Answer Guide.



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The Sequencing Guide and Story Labels



When Sammy the neighbor came to babysit, Bella was sure to point out her rules.

It was love at first sight. Bella loved Puppy. Puppy loved Bella.

Bella knew the family rules, but she liked her own rules much, *much* better.

When Bella's parents came home they had a serious talk with Bella about her behavior.

Of course, every once in a while a rule is meant to be broken. And when that happens, it's delicious.

And when Puppy wanted to play tug-of-war with Teddy, Bella had had enough.

Bella's family was right there to help. And little by little, treat by treat, Puppy learned some new rules.



The Story Sequencing Guide Answer Guide

1 Bella knew the family rules, but she liked her own rules much, *much* better.

2 When Sammy the neighbor came to babysit, Bella was sure to point out her rules.

3 When Bella's parents came home they had a serious talk with Bella about her behavior.

4 It was love at first sight. Bella loved Puppy. Puppy loved Bella.

5 And when Puppy wanted to play tug-of-war with Teddy, Bella had had enough.

6 Bella's family was right there to help. And little by little, treat by treat, Puppy learned some new rules.

7 Of course, every once in a while a rule is meant to be broken. And when that happens, it's delicious.



The Serious Talk

When Bella's parents came home, they had a serious talk about her behavior.

And when Puppy wanted to play tug-of-war with Teddy, Bella had had enough.

Objective: To examine a cause and effect situation within the child's life.

Materials:

- The Serious Talk worksheet (pg. 19)
- Marker, crayons, or colored pencils
- The book *Bella's Rules*

Procedure:

- Consider the following plot points within the story – when Bella's parents were at wits' end with Bella's behavior and when Bella had the same feeling regarding Puppy's behavior. Use these two instances in the story to explore the following topics:
 - Why did Bella's parents decide that they needed to have a 'serious talk'?
 - What is a 'serious talk'?
 - What was Bella doing before her parents decided they had to have a 'serious talk' with Bella about her behavior?
 - How was Bella feeling before the 'serious talk'?
 - Do you think she realized that her behavior was troublesome for her parents and Sammy? Explain your answer.
 - What was the effect of Bella's parents' 'serious talk'? What happened as a result of that talk?
 - What was Puppy doing before Bella felt that she 'had had enough'? What was Puppy's action?
 - Do you think Puppy realized that his behavior was troublesome for Bella? Explain.
 - How was Puppy feeling before Bella had 'had enough' of his troublesome behavior?
 - What was the effect of Puppy tearing off Teddy's arm? What happened as a result of that action?



- Consider the child's experience by exploring the following topics:
 - Has there been a time when someone has had to have a 'serious talk' with you?
 - What were you doing before the 'serious talk'? What was the cause of the talk?
 - How did you feel before the 'serious talk'?
 - How did you feel after the talk?
 - What was the effect of the talk? Did anything change?

- Use the Serious Talk Worksheet to illustrate the cause and effect of the child's experience.
 - Define the situation.
 - What behavior resulted in needing to have a 'serious talk'?
 - In a line, tell what you were doing.
 - Jumping on the bed?
 - Forget to pick up your toys?
 - What else...?

 - Illustrate or describe the actions, before and after, for the 'serious talk'.
 - What happened?
 - What were you doing?
 - How did you feel?
 - Why do you think your behavior was troublesome?
 - Describe the effect of the talk.
 - How did you feel?
 - What changed?
 - Were there any other effects from the 'serious talk'?



The Serious Talk Worksheet

Define the situation. What were you doing that resulted in needing to have a 'serious talk'?

Illustrate the action, the cause for the serious talk.

Illustrate the effect of the serious talk. What changed?



Core Curriculum State Standards Annotations

English Language Arts – Reading: Literature

		Book Walk	Discussion	Compare & Contrast	Story Structure	Story Sequencing	The Serious Talk- Cause & Effect
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓	✓	
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓	✓	✓	
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.	✓	✓				
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).	✓	✓	✓	✓		
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.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		✓				✓
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.1.9	Compare and contrast the adventures and experiences of characters in stories.		✓	✓			



		Book Walk	Discussion	Compare & Contrast	Story Structure	Story Sequencing	The Serious Talk-Cause & Effect
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓	✓	✓
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.		✓	✓	✓	✓	
RL.2.3	Describe how characters in a story respond to major events and challenges.		✓	✓	✓		✓
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓



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English Language Arts – Speaking and Listening

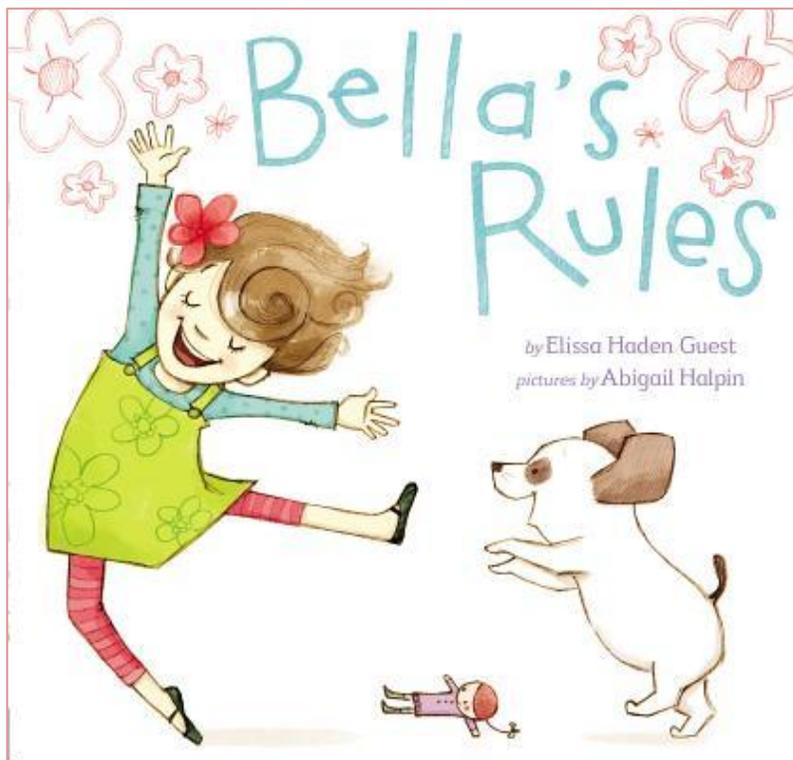
		Book Walk	Discussion	Compare & Contrast	Story Structure	Story Sequencing	The Serious Talk- Cause & Effect
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓	✓				✓
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓	✓				✓
SL.K.1b	Continue a conversation through multiple exchanges.	✓	✓				✓
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.	✓	✓	✓	✓	✓	✓
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓	✓
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	✓	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.			✓			✓
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓				✓
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.	✓	✓				✓
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓				✓



		Book Walk	Discussion	Compare & Contrast	Story Structure	Story Sequencing	Talk-Cause & Effect	The Serious
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	✓	✓				✓	
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓	✓	✓	✓	✓	
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓		
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓	✓	✓	✓	
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			✓			✓	
SL.1.6	Produce complete sentences when appropriate to task and situation.	✓	✓	✓	✓	✓	✓	
SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓				✓	
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	✓	✓				✓	
SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓	✓	✓	✓	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓	✓	
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		✓	✓	✓	✓	✓	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓	✓	✓	



Acknowledgments



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