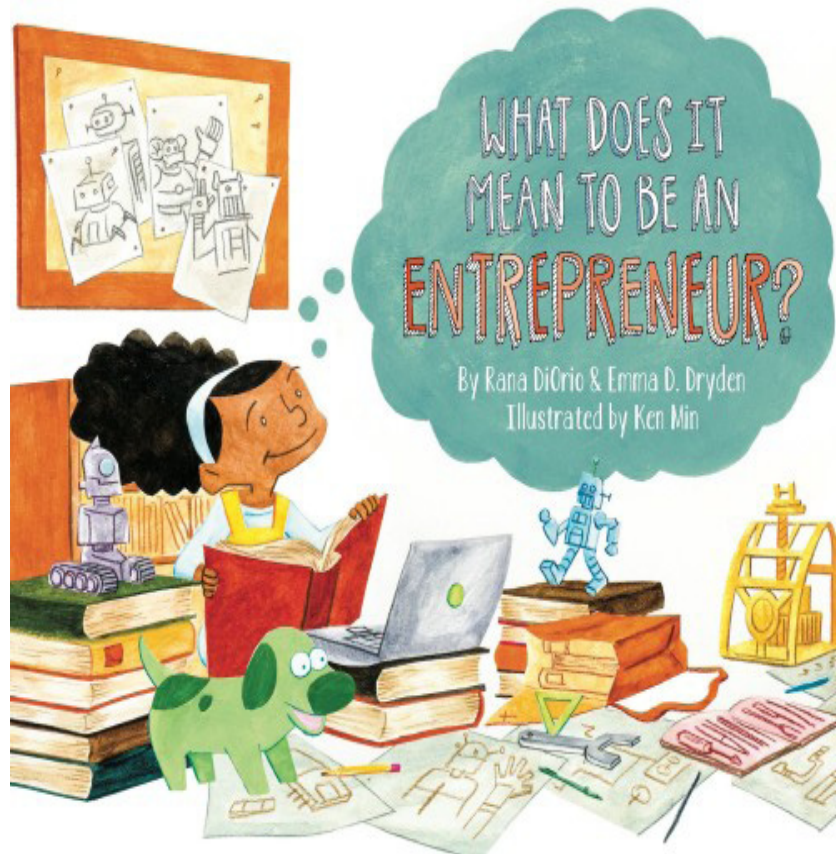


Little Pickle Press



A Discussion & Activity Guide for Teachers Kindergarten to Grade 3

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Meet the Authors & Illustrator



Co-author Rana DiOrio

Meet Rana DiOrio – co-author of *What Does It Mean to Be an Entrepreneur?*

Rana says that she has written her way through life. Writing helped her as a student, as a lawyer, a banker, an investor, and as an author of books for young children. Rana has three children of her own, whom she refers to as her “little pickles.”

- Determine how important writing has been to Rana throughout her whole life.
- Discuss why it is important for young people to learn how to write well.
- Rana says that she likes to dream. Do you think it important for authors to dream? How so?
- Predict where Rana gets ideas for her stories.

Meet Emma D. Dryden – co-author of *What Does It Mean to Be an Entrepreneur?*

Emma says that she was raised by two entrepreneurs. Both of her parents were self-employed. Her father was an actor and her mother was a writer and a researcher. Emma has won lots of special awards by being a really good book editor. Emma and Rana partnered together to write this story. *What Does It Mean to Be an Entrepreneur?* is special because it is Emma’s first published picture book.



Co-author Emma D. Dryden

- Consider why Emma would be interested in writing a book about entrepreneurs.
- Guess what being an entrepreneur might be.
- Tell all that you know about being an editor.
- Predict why reading and writing is important to Emma.
- Emma and Rana co-authored this *What Does It Mean to Be an Entrepreneur?* together. What about you? Is there a story idea that you might like to explore with a friend? Explain your answer.



Illustrator Ken Min

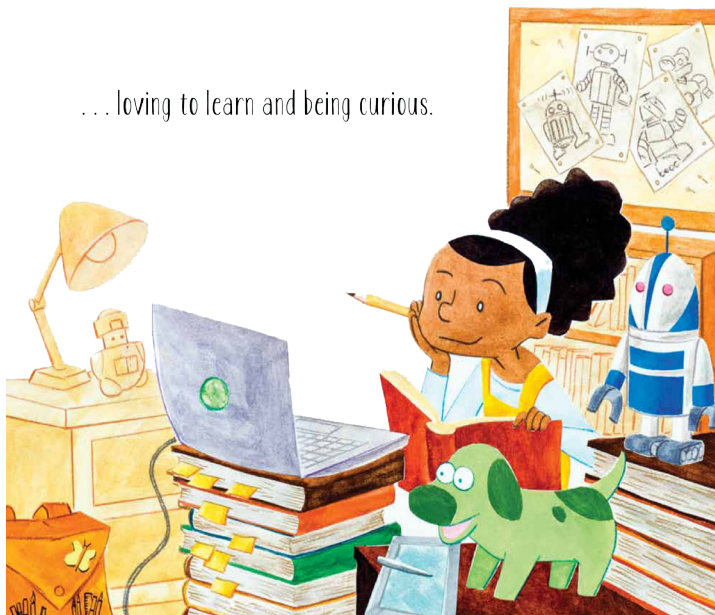
Meet Ken Min – illustrator of *What Does It Mean to Be an Entrepreneur?*

Ken enjoyed reading comic books when he was young. After Ken studied art in college, he got jobs working on commercials and animated television shows. His illustrations have won lots of awards. He says that, today, he enjoys dreaming up stories for children.

- Do you think that pictures can tell stories? How so?
- Is there any difference between an illustration and a drawing? Explain your answer.
- Discuss how reading comic books might have prepared Ken to become an illustrator.
- List the tools an illustrator needs to tell stories.
- Ken says that he enjoys “dreaming up stories for children.” Earlier, Rana stated that she liked to dream, also. Is the ability to dream important in telling stories? How so?

To learn more about co-authors Rana DiOrio and Emma D, Dryden, and illustrator Ken Min access the Little Pickle Press website at www.littlepicklepress.com

... loving to learn and being curious.



Discussion Questions

Pre-Reading Discussion Questions:

Describe the scene taking place on the front cover.

- Identify the items featured in the illustration. Look closely at the illustration and list everything that you see there.
- Observe the girl in the illustration.
 - Explain what she is doing.
 - How does this girl feel? How do you know?
 - Describe the toy dog seated beside the girl. Tell why the toy is featured in the illustration.
- The title of the book is *What Does It Mean to Be an Entrepreneur?* Tell everything that you know about being an entrepreneur.

Observe the illustration on the back cover.

- Describe the illustration.
- Identify the light blue circular shapes placed all about the illustration. Guess what you think these might be.
- Do you think the robot will play an important role in the story? Explain your answer.

Open the front cover the study the endpapers.

- Look closely at the series of brown spots illustrated there. Identify what those brown spots might be.
- Consider what the series of brown spots might have to do with the girl featured on the front cover. Guess how the spots and the girl might be connected.

Open the back cover to study the illustration on the endpapers there.

- Describe the illustration.
- Tell how the endpapers at the back of the book and those at the front are similar.
- Explain how the two sets of end papers are the different.
- Using the clues you discovered in the book cover illustrations and the end papers, predict what you think this book is going to be about.



Post-Reading Discussion Questions:

Being an entrepreneur means . . . asking, "What if?"



Turn to the spread in which the large dog is covered with ice cream that has spilled from the lady's ice cream cone. Discuss the topics below:

- Describe the action in this scene. Tell the story of the spilled ice cream cone.
- Observe Rae's expression. List clues that suggest she may be thinking.
- Identify the problem Rae is considering.
- Explore the question "What if?" Explain how asking the question can solve problems and bring about positive change.



. . . saying, "Yes, I can!" when others are saying, "No, you can't."

Turn to the spread in which Rae is carrying a stack of papers while walking away from a group of adults dressed in business attire. Discuss the following topics.

- Observe Rae's expression in the scene. Describe how she feels. Tell why she is feeling this way.
- Notice that the adults in this spread are colorless. Predict why the illustrator chose to represent the adults in this way.
- Rae appeared to be enthusiastic and very happy in the previous illustrations. Explain why her mood has changed. Explain what has happened that would cause her to feel this way.
- Adults are powerful people. Typically, if they are not in agreement with a plan the project creator is often tempted to quit. What about Rae? Is she going to quit? How do you know?

. . . loving to learn and being curious.

Turn to the spread in which Rae is researching ideas in books and the computer. Discuss the following topics.

- Explain why Rae is reading books and researching on her laptop. Define what she is looking for.
- A *surprise* is defined as something amazing, unexpected, and awesome. Explain why Rae finds the picture of the automaton to be a surprise.
- Tell why being curious is important to someone who is working to develop some kind of special project.





... having the humility to learn from your mistakes.

Turn to the spread in which Rae's robot has fallen apart. Discuss the following topics.

- Describe Rae's feelings in this illustration. Explain why she is feeling this way.
- Tell what has happened to the robot. Explain why it seems to have broken.
- Predict how long Rae had been working on the robot before it fell apart in this way. Guess how much time it will take to repair it.
- *Persistence* means determination, stubborn, and unshakable. Discuss how courage and persistence are connected.
- Identify ways that Rae is demonstrating courage, creativity, and persistence.

Being an entrepreneur means identifying a need and being brave and determined enough to create an innovative solution.

Turn to the spread in which Rae and her friends are putting the finishing touches on her invention. Discuss the following topics.



- Explain the benefits of Rae's dog-washing machine.
- The word *innovative* means creative, original, and new. Describe how Rae's invention can be considered to be innovative.
- Tell how being an engineering entrepreneur like Rae can be considered to be a change-maker.
- Discuss the importance of keeping a positive attitude while developing a project such as Rae's.

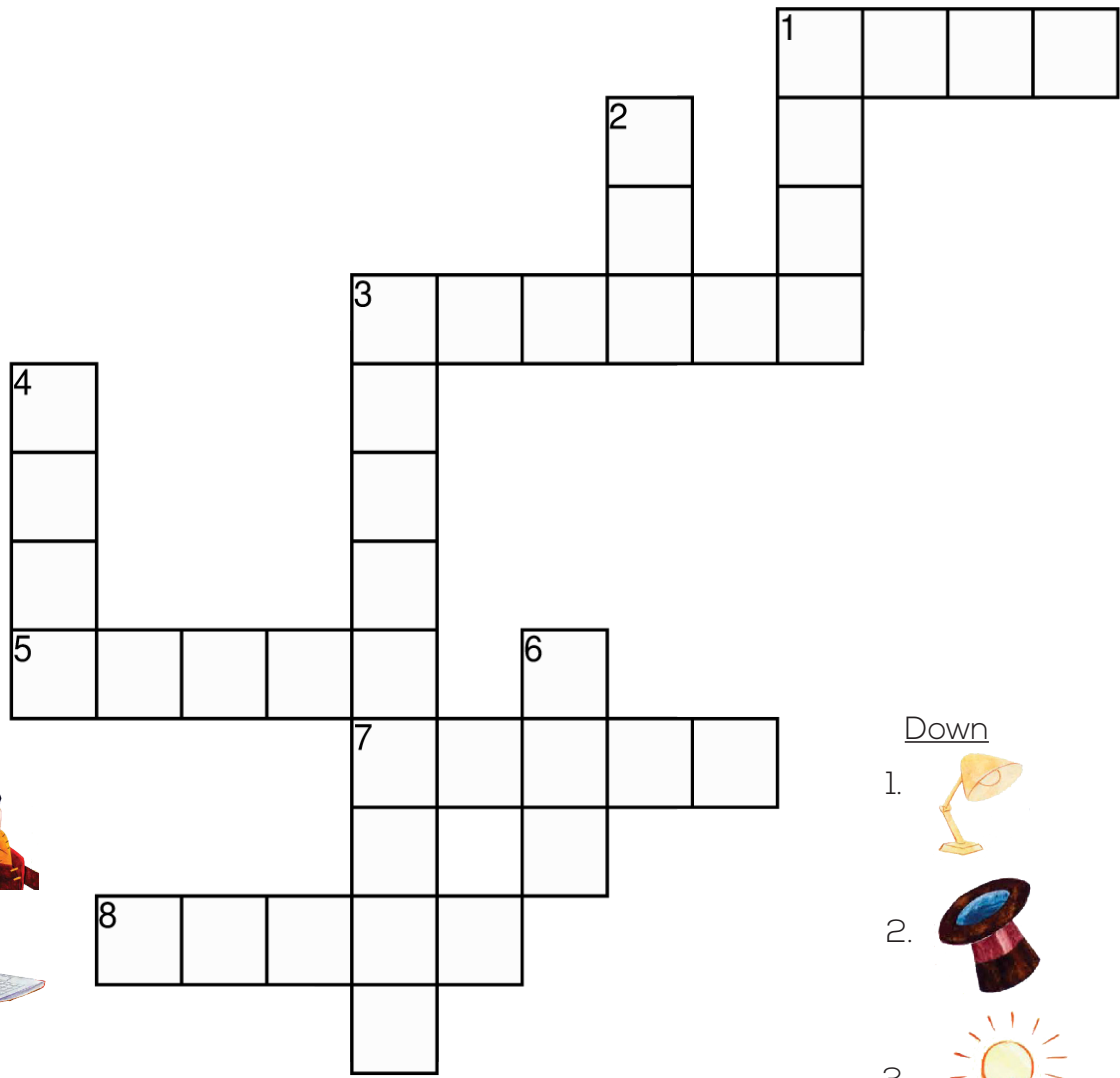
And spread the word . . . If we support entrepreneurs, our world will be even more diverse, interesting, and creative.

- Tell all that you know about being an entrepreneur.
- Describe ways to support entrepreneurs.
- Explain why it is important to support entrepreneurs.
- The word *diversity* means variety and different. Discuss how entrepreneurs offer diversity in their ideas. Explore why diversity is important in regards to becoming a problem-solving entrepreneur.
- How about you? What sorts of innovative ideas do you have? Consider ways that you can bring about positive change by being an entrepreneur.

Cross-Picture Puzzle

Use the pictures below as clues to solve this Cross-Picture Puzzle.






Should the student need spelling assistance Word Bank Cards are provided on page 9.



Across

- 1. 
- 3. 
- 5. 
- 7. 
- 8. 

Down

- 1. 
- 2. 
- 3. 
- 4. 
- 6. 

Cross-Picture Puzzle Word Bank

Print Word Bank Cards on cardstock. Use scissors to trim around the borders of the cards. Use Word Bank Cards as clues to solve Cross Picture Puzzle.



books



dog



gear



hat



lady



lamp



laptop



light bulb

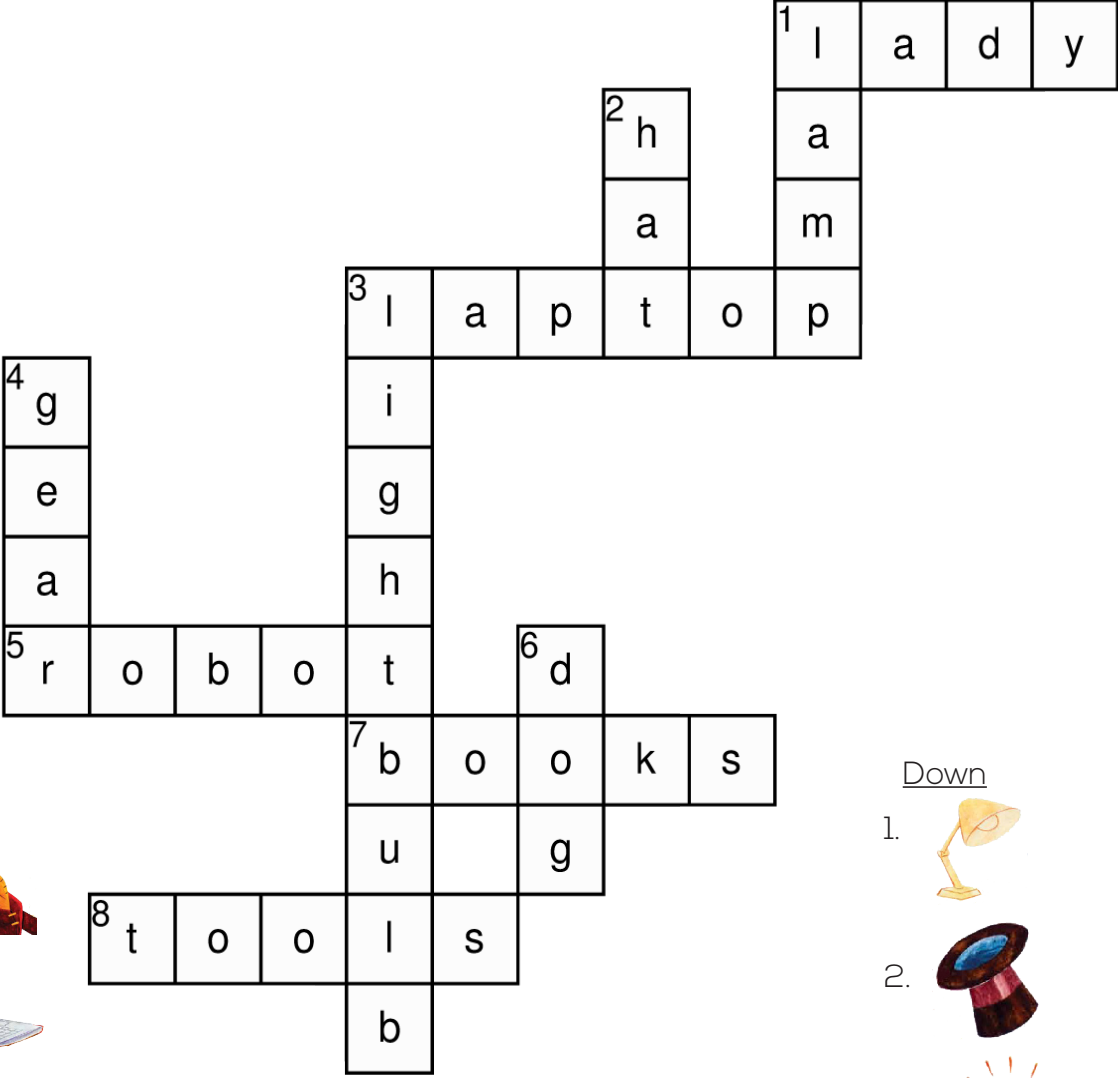


robot



tools


Cross-Picture Puzzle Answers



Across

- 1. 
- 3. 
- 5. 
- 7. 
- 8. 

Down

- 1. 
- 2. 
- 3. 
- 4. 
- 6. 

Syllable Searching

Using standard computer paper, print the Syllable Searching Grid (Guide, pg. 12). Review the words listed in the Word Bank below. Using the syllable count and definition clues provided on the Syllable Searching Grid, write the correct word in its appropriate space on the grid. Check your work on the Syllable Searching Answer Sheet (Guide, pg. 13)

WORD BANK

confident	creative	impossible
entrepreneur	humility	determined
business	curious	automation
possibilities	solution	excellence
	initiative	



Writing Follow-up Activity

Choose one of the words listed in the Word Bank. Write a short paragraph describing what the word means to you. Illustrate your paragraph. Share your work with the class.

Syllable Searching Grid

<u>Syllable Count</u>	<u>Word</u>	<u>Definition</u>
2		occupation, profession, company
3		artistic, original, imaginative
3		driven, persistent, strong-willed
3		inquisitive, interested, examining
3		quality, perfection, the best
3		answer, clarification, explanation
3		bold, brave, courageous
4		visionary, business person, founder
4		energy, enthusiasm, ambition
4		machine controlled, mechanization
4		humbleness, modesty, quiet
4		hopeless, unattainable, inconceivable
5		promise, potential, talent

Syllable Searching Grid Answers

<u>Syllable Count</u>	<u>Word</u>	<u>Definition</u>
2	<i>business</i>	occupation, profession, company
3	<i>creative</i>	artistic, original, imaginative
3	<i>determined</i>	driven, persistent, strong-willed
3	<i>curious</i>	inquisitive, interested, examining
3	<i>excellence</i>	quality, perfection, the best
3	<i>solution</i>	answer, clarification, explanation
3	<i>confident</i>	bold, brave, courageous
4	<i>entrepreneur</i>	visionary, business person, founder
4	<i>initiative</i>	energy, enthusiasm, ambition
4	<i>automation</i>	machine controlled, mechanization
4	<i>humility</i>	humbleness, modesty, quiet
4	<i>impossible</i>	hopeless, unattainable, inconceivable
5	<i>possibilities</i>	promise, potential, talent

What If? - Be an Entrepreneur

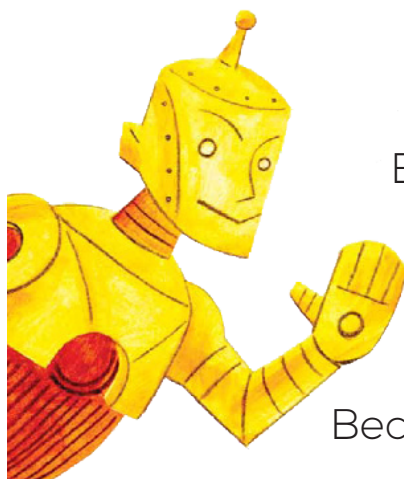
Rae, the young girl featured in the story, demonstrated the entrepreneurial spirit through her determination, creativity, and confidence. Her fully-automated, robotic dog-washing machine designed and engineered in *What Does It Mean To Be An Entrepreneur?* answered the question, "What if there was an easier way to keep dogs clean?" She knew her idea was a good one and would not quit until her vision became a reality!

What about you? What ideas do you have? How can you make a difference in the world? If you were to become an entrepreneur, what project or idea would you pursue?

- **What if** you designed something that might make life easier in some way for your family and friends?
- **What if** you invented something that might help the environment, or animals, or even make life at school more entertaining?
- What about the arts? Music or drama? Dance or painting? Is there something you might be able to contribute for the benefit of others?

Take a moment and think about the world around you. Be observant and curious, like Rae. Analyze situations as you go about your day. Make observations. Define a problem that needs a solution you can provide.

Now, hold on to your good idea and complete the lessons and activities found on the following pages. They will help to clarify your project plan.



Explore possibilities.

Think.

Dream.

Create.

Become an entrepreneur!

Project Plan



Explore the steps Rae took to engineer her robotic dog-washing machine. Use her process as a model to create a product or service of your own. Be bold! Be creative! Be kind! Make a difference!!!

Step 1: Through observation, Rae identified a problem. Observe the world around you. Do you see a need for some sort of solution? Define a problem. Make notes of your observations here.

Step 2: Based on her observation, Rae asked the question "What if there was a way to engineer a machine that would easily wash a dirty dog?" Based on your observations, explore the question What if? Analyze a solution based on your observation of a problem here.

Step 3: Rae tried a number of different ways to develop a machine to solve the problem of washing dogs in a quick and easy way. She considered alternate methods to get the job done. Examine various ways that your idea can be developed here.

Step 4: Eventually, Rae designed a machine that offered a solution to a problem. Sketch a design of your product. Imagine how your product or service might appear. List the materials you would need to create it here.



Step 5: Use the Project Presentation Graphic Organizer (Guide, pg. 16) to illustrate your final product and present your engineering plan to the class.



Project Presentation

Illustrate your final product in the space provided. Write a informative essay describing your project. Describe your "What if?" Identify who will benefit from your plan. Tell how your product will be helpful. Explain how your idea will make an impact on others. Share your plan and project description with others.

Project Title _____

Engineered by _____

Academic Alignment

Common Core State Standards:

English Language Arts Standards » Reading: Literature

		Author/Illustrator	Discussion Questions	Cross Picture Puzzle	Syllable Search	What If?
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.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.1.10	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.3.7	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)		●			

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).			●	●	

English Language Arts Standards » Reading: Foundational Skills (cont.)

		Author/Illustrator	Discussion Questions	Cross Picture Puzzle	Syllable Search	What If?
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.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				•	•
CCSS.ELA-Literacy.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.				•	•
CCSS.ELA-Literacy.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.				•	•
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				•	•

English Language Arts Standards » 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.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.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.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				•	•

Next Generation Science Standards:

		Author/Illustrator	Discussion Questions	Cross Picture Puzzle	Syllable Search	What If?
K-2-ETS1/ETS2 Engineering Design						
K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		•			•
K-2-ETS1-2.	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.					•
Science and Engineering Practices						
	Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1)		•			•
	Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)					•
Disciplinary Core Ideas						
	<i>ETS1.A: Defining and Delimiting Engineering Problems</i>					
	Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1)		•			•
	Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1)		•			•
	<i>ETS1.B: Developing Possible Solutions</i>					
	Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2)		•			•
3-5-ETS1 Engineering Design						
3-5-ETS1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost		•			•
Science and Engineering Practices						
	Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.		•			•
	Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)					•



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 Little Pickle Press