



## Amelia Bedelia, Cub Reporter

By Herman Parish, pictures by Lynn Sweat

GRL L

### ABOUT THE BOOK:

After the paper boy breaks the window in the Rogers's front door, Mr. Rogers allows Amelia to help the paper boy deliver his papers so he will not be late to school. When Peter and Amelia arrive at school, Mr. Owens, the principal, asks Amelia to help publish the school paper. Amelia agrees, but with her confusion about words and idioms, there is sure to be a problem. And there is! The principal is furious when he reads the headlines Amelia writes, but the superintendent thinks the paper is a sensation.

### DISCUSSION QUESTIONS:

1. How does Peter introduce Amelia to the principal, Mr. Owens? What does Mr. Owens ask Amelia to do for the school?
2. What advice does Mr. Owens give Amelia and the students? How does Amelia use his advice?
3. Why does Mr. Owens think he is in trouble with his boss for the paper Amelia publishes? What actually occurs during Mr. Owens' meeting with his boss?
4. How does Amelia make the headlines in two newspapers? What is her reaction to the news stories?

*The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.*

### EXTENSION ACTIVITIES:

**Headline News:** Amelia's headlines are sensational; they cause quite a reaction from readers because she uses words that have multiple meanings. After discussing one of the headlines with the students, ask students to work with a partner. Students should select two of the headlines and create a chart with the two headlines. For each headline, students should write both the literal meaning and the other possible meaning. Have students illustrate each of the two meanings for each of the two headlines. Have each pair of partners share their chart with at least one other set of partners. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.2, W.2.2, and W.3.2; (Language): L.1.1, L.2.1, L.3.1; L.1.2, L.2.2, and L.3.2, and L.1.4, L.2.4, and L.3.4.*

**Cub Reporting in Your School:** After discussing Amelia Bedelia's multiple-meaning headlines, ask students to write about an upcoming activity or an incident that recently occurred in their school. To begin, have students write a headline for their news article that could have multiple meanings—one that has a literal meaning different than its figurative meaning. After students complete the headline and the story, they may want to take or draw a picture to accompany the news article. Post the articles in the classroom or combine the stories into a classroom newspaper to be distributed to other classes. *This activity correlates to Common Core State Standards (Writing): W.1.3, W.2.3, and W.3.3, W.1.8, W.2.8, and W.3.8; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**Presenting, Amelia Bedelia!** Ask pairs of students to write their own Amelia Bedelia stories. Students should select a setting, such as an amusement park or sporting event, and then make a list of words and idioms that could be associated with that setting. Students should identify other characters that will interact with Amelia and a conflict or problem that needs to be solved. After writing their story, students can choose one scene to illustrate. Ask students to read their stories to students in another grade, younger or older. *This activity correlates to Common Core State Standards (Writing): W.1.3, W.2.3, and W.3.3, W.1.5, W.2.5, and W.3.5; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**Amelia Bedelia Influences Others:** Even though Amelia has never worked on a computer or been a reporter, she influences Peter and the other cub reporters. Ask students to write a letter to a person who has influenced them explaining the impact that person has had on their lives. Students can draw an illustration to accompany the letter and then either mail or deliver the letter to that person. *This activity correlates to Common Core State Standards (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

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