



Lulu Goes to Witch School

By Jane O'Connor, illustrated by Bella Sinclair

GRL J

ABOUT THE BOOK:

Even though her tummy is upset and she can't eat, Lulu Witch is excited for her first day of witch school. Lulu really likes her teacher, but she doesn't like Sandy, the witch who sits beside her. Sandy excels at everything, and she is such a show-off! Lulu's mom tries to help Lulu feel better, so she makes Lulu a new dress. Then at school the next day, Sandy changes the color and pattern of Lulu's new dress with her magic wand. Lulu is furious! There is no way these girls will ever be friends. But then they both get lizard pox—and everything changes!

DISCUSSION QUESTIONS:

1. Why does Lulu so dislike Sandy? What does Sandy do to Lulu that makes her so angry?
2. How does Lulu's mom try to cheer her up and encourage her to enjoy school? What is Lulu's reaction to her mother's attempts?
3. When Lulu returns to school after being sick at home, Lulu plans to seek revenge from Sandy for laughing at her lizard pox spots. What is her plan?
4. What occurs that enables Lulu and Sandy to finally become friends? What is it that Lulu is finally better at than Sandy?

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:

What Is a Witch School? Ask students to draw a Venn diagram and in one circle write "Witch School," in a second circle write "My School," and in the center where the circles overlap, write "Similarities." Using the text and the illustrations, ask students to list characteristics pertaining only to witch school and their school in the appropriate circles. Then have students list the characteristics pertaining to both schools in the center circle. Have students write a short paragraph about the similarities between the two schools. Then have students share their paragraphs in small groups.

This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (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.

Being Home Sick Is a Drag: When Lulu is at home sick with the lizard pox, she gets bored and wants to return to school. Ask students to write about a time they stayed home from school and what it felt like to not be at school on that day. Have students include a statement of why the day was important to them. Have students share their stories in a class read-around. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (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.*

You Can Choose Your Friends: After reading and discussing the book, ask students to think about whether they would like to have Lulu or Sandy as a friend and why. Then have students write and explain their position, or have students write about an important day they spent with a friend. Students should tell what happened and why it was important. Ask for volunteers to share their writing with the class. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.3, RL.2.3, and RL.3.3; (Writing): W.1.3, W.2.3, and W.3.3; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

Reaction to Lulu Goes to Witch School: Ask students to write their reaction to or give their opinion of the book *Lulu Goes to Witch School*. Students should explain their opinion using ideas and information from the book. For example, "I like the part when Lulu . . ." or "I didn't like it when the Sandy . . ." Have students write their reactions on a 5 x 8 index card, and after students share in small groups, use the index cards to create a bulletin board of the reactions, grouping similar reactions together or juxtaposing a reaction where one student likes the exact same part that another does not. Use the bulletin board as an ongoing teaching tool. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (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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