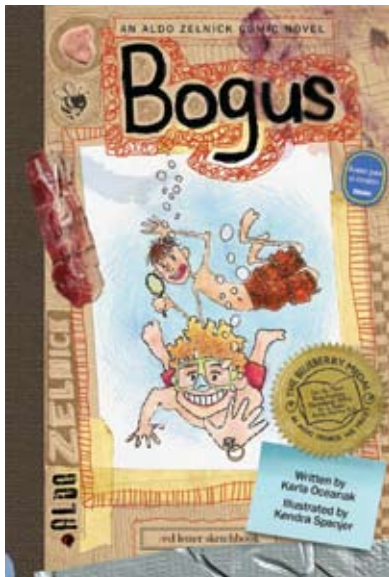




## TEACHER'S GUIDE



### About the Book

Ten-year-old Aldo has decided it's OK to be a little artsy-fartsy. So when his grandma Goosy gives Aldo a second sketchbook, he fills it with more hand-drawn comics, rock-candy B words, and accounts of his everyday adventures.

Aldo and his best friend, Jack, find a diamond ring, which Aldo thinks is bogus—even though Jack—the rock hound!—is sure it's real. Aldo loses then finds then loses the ring again, and bedlam ensues. Where will the ring turn up, and who will reap the rewards?

In addition to an engaging cartoon story, *Bogus* includes an illustrated glossary of fun B words used throughout the book, such as *berserk*, *bona fide*, and *buzzkill*.

### About the Author

Karla Oceanak has been a voracious reader her whole life and a writer and editor for more than twenty years. In her career as a marketer, Karla has written everything you can imagine, from brochures and packaging copy to ads, video scripts, and feature articles. She has also ghostwritten numerous self-help books. She lives with her husband, Scott, and their three boys in a house strewn with Legos, hockey gear, Pokémon cards, video games, books, and dirty socks in Fort Collins, Colorado.

### About the Illustrator

Kendra Spanjer divides her time between being “a writer who illustrates” and “an illustrator who writes”—an ambitious amalgam, indeed. She decided to cultivate her artistic side after discovering that the best part of chemistry class was entertaining her peers (and her professor) with “The Daily Chem Book” comic. Since then, her diverse body of work has appeared in a number of group and solo art shows, book covers, marketing materials, fundraising events, and public places. When she invents spare time for herself to fill, Kendra enjoys skiing, cycling, exploring, discovering new music, watching trains go by, decorating cakes with her sister, and making faces in the mirror.

# Activities to use in the classroom

## BEFORE READING

### First Impressions from the Cover: Making Predictions

**Primary Students:** Read the title and examine the cover illustration with your students. Ask students what they notice about the cover, from specific pictures to words to doodles to stuck-on objects. Be sure students support their impressions and predictions with examples from the cover.

**Intermediate Students:** Read the title and examine the cover illustration with your students. Ask students what they notice about the cover, from specific pictures to words to doodles to stuck-on objects to the colors and typeface...What impressions do students have about the book? What do they think it might be about? Be sure students support their impressions and predictions with examples from the cover. After discussing a few examples as a model, allow students to work in pairs. They should record their first impressions and predictions and their evidence in a table. For example:

First Impression and Predictions	Evidence
The cover feels friendly.	There are primary colors and doodles.
It's summer.	The boys are swimming.
Aldo is messy. And he likes food, especially bacon and gum.	There are food stains (and food!) on the cover of the book.
A diamond ring will be important in this story.	Aldo is reaching for a ring in the big picture on the cover.

# Activities to use in the classroom

## BEFORE READING

### Anticipation Guide

Use several of all of the generalizations below to create an anticipation guide. Pass out the guide to each student before reading *Bogus*. Students should indicate the extent to which they agree or disagree with each statement. Discuss. Students should keep their guides as they read, taking notes about the issues that address each generalization. After reading *Bogus*, students can re-evaluate their opinions to see if any of them have changed. This can be the basis for further discussion and/or writing assignments.

#### Anticipation Guide for *Bogus*

<i>Before Reading</i>		<i>After Reading</i>
1 2 3 4 5 6 7 8 9 10	Children should donate part of their allowance to charities that help people who do not have enough food to eat.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Best friends should always believe each other.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	You should share, even if you don't want to.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	If you are a good person, good things will happen to you.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	The reason you help someone doesn't matter. The most important thing is your actions, not the reason for your actions.	1 2 3 4 5 6 7 8 9 10

1      2      3      4      5      6      7      8      9      10  
 strongly disagree      somewhat disagree      somewhat agree      strongly agree

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# Activities to use in the classroom

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## DURING READING

### Significant Word

This activity can be used with any age student and serves as a bridge between the reading from the previous day and the reading and/or discussion that will take place on the current day.

Choose a pivotal word or very short phrase (two or three words that go together) from the previous day's reading and ask students to explain its significance. In *Bogus* the chapter titles often work very well for this purpose! However, you can select the word to fit the memory you want to target and what you want students to be thinking about as they begin the next chapter. For example, from the chapter "Pennies in the Fountain," you might choose the title, just "pennies" or "fountain," or Buddha, or Bhutan. You could also choose "karma," especially if you want to connect the two chapters and pre-teach the definition.

Alternately, you can ask small groups of students to select the word that they think is most important from the prior day's reading and defend their choice.

### Vocabulary (Of Course!)

*Artsy-Fartsy* and *Bogus* both have astonishingly awesome vocabulary, and Aldo writes bodacious definitions. Here are a couple of ideas for using the letter and vocabulary component of the books:

**Primary Students:** Find the B words in the pictures. It may be a barbell on Aldo's t-shirt, a butterfly flitting about, or even the logo for the Colorado Rockies baseball team! If students are up for the challenge, have them write definitions a la Aldo. Here's an example:

**baseball:** a totally bogus sport where you try to hit a little ball with a big wooden stick. My brother Timothy is good at it.

**Intermediate Students:** Everyone in *Bogus* seems to have their own particular bailiwick, whether it is writing and cartooning, collecting rocks, playing sports, or cooking. Have students write about their bailiwick, incorporating as many B words as they can. In addition to using words from the glossary, they might find this a beneficial time to break out a thesaurus.

# Activities to use in the classroom

## AFTER READING

### Character Development

Minor characters provide conflict, reveal character traits of the main character, and help the main character grow. In *Bogus*, a number of minor characters create internal conflict for Aldo, causing him to struggle with his competing desire for Slushies and the knowledge that there are hungry children in Bhutan.

Have students skim the book looking for parts where Aldo feels conflict between spending money on himself and sharing. You may decide to put students into pairs and divide the book among partners. Then, record these examples on a chart, along with the role that the minor characters play and a description of Aldo's feelings. Discuss Aldo's growth.

Students may have a hard time understanding that Aldo has changed, since he is upset about Jack donating the reward money. However, Aldo does end up donating some of his Slushie money, and he doesn't let the \$1,000 donation interfere with his friendship with Jack. This is much more realistic than a complete change of character, and it does show growth.

Minor Character's Actions	Aldo's Actions	Aldo's Feelings	How You Know
Bee's mom brings out the change jar and Bee explains about raising money for her pen-pal (p. 40).	Aldo says he doesn't have any extra money, but maybe he can give later (p. 41).	Guilty	Aldo writes that he feels "the tiniest bit guilty" (p. 42).
The clerk at the Asian Emporium pushes the Bhutan jar toward Aldo (p. 84).	Aldo pretends not to notice and keeps all of his change (p. 84).	Guilty	If Aldo didn't feel at least a bit guilty, he wouldn't have to pretend not to notice.

### Research and Writing Connection

In the chapter "Pennies in the Fountain," Aldo reads a sign at the Asian Emporium saying that rubbing the laughing Buddha's belly brings good luck. Have students research good luck symbols and traditions from a variety of cultures. Students should also try to discover the origin of the customs. If students know their own heritages, they may want to focus on those traditions.



Jack and Aldo playing kick the rock.



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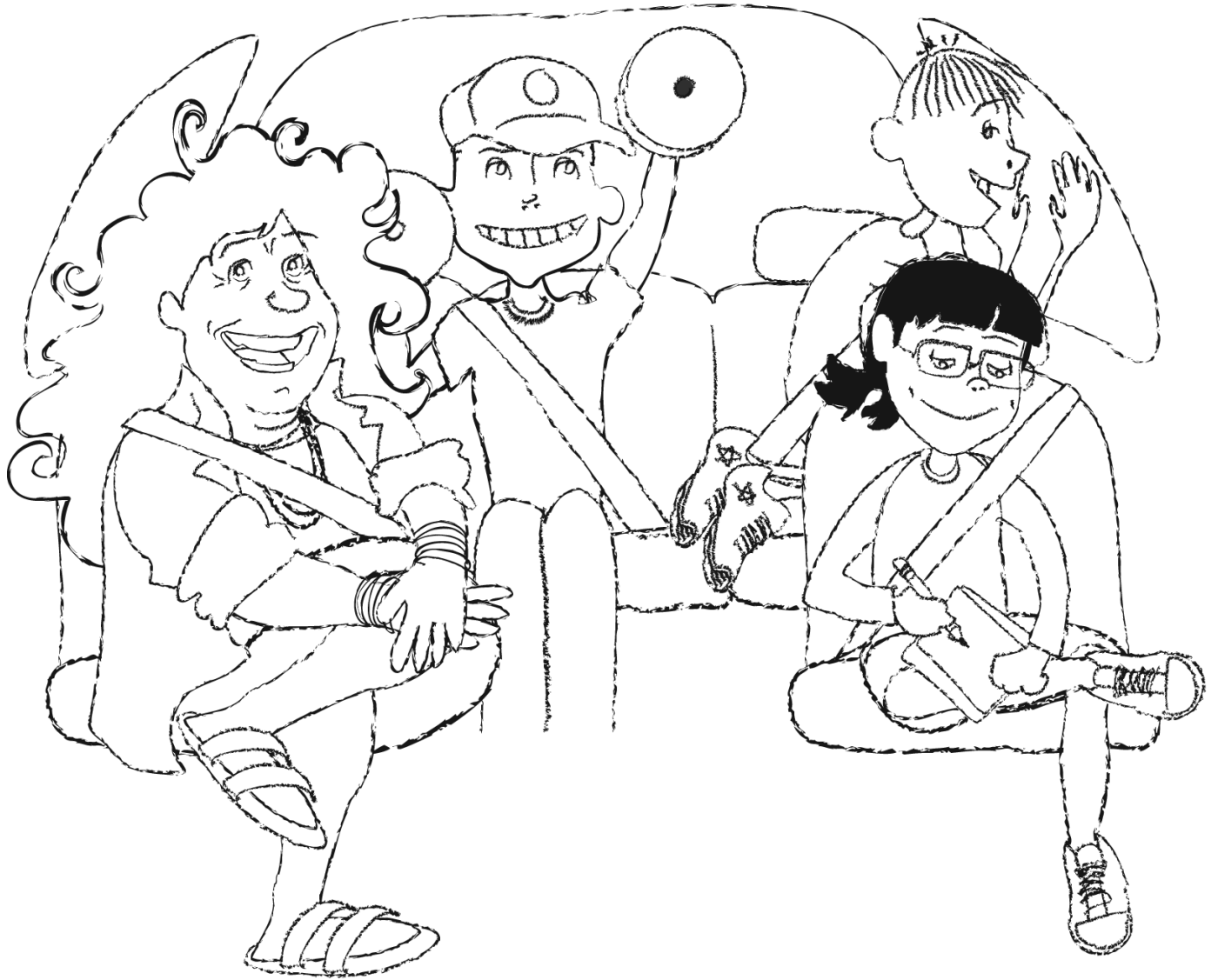


Baking bedlam!



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Heading to The Great Stupid.



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 I X L J H M H B D R R V L U Z A W A P C I P K I Y I B B O S L Y S M P L G N U Z  
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 C U A O R X R N G U C P O E X G P A V W B Y I K D R C X P A K B I Z H Y F A S C  
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BABY BARF  
 BABY FAT  
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 BRAIN FREEZE  
 BRAINSTORMED  
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BREAKDANCING  
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 BROUHAHA  
 BRUSQUELY  
 BRUTAL  
 BUBONIC PLAGUE  
 BUDDHA  
 BUENO  
 BULGING  
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