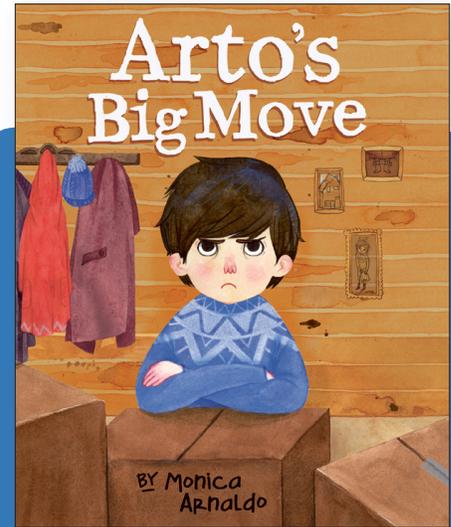


# Arto's Big Move

BY MONICA ARNALDO

Target grades: Kindergarten, 1, 2  
Reading levels: Fountas & Pinnell: L  
Lexile® Measure: AD 790L  
Reading Recovery: 19  
978-1-77147-066-7 \$18.95 CDN / \$17.95 US



## ABOUT THE BOOK

Arto has lived his *whole life* in the snowy, cold North, and seven years is a long time. When his mom gets a new job and the family prepares to spend a year in the South, Arto is not happy at all. He's just going to act as if there isn't any difference. In the new Southern landscape of prickly plants, strange birds and a big, hot sun, Arto stubbornly dons his winter uniform of boots, mittens, coat and hat, day after day. It's worth the stuffy, sweaty, overheated feeling if he can pretend he's still in the North. But when Arto makes a new friend, Ana, he slowly sheds his layers and discovers that it's not such a bad idea to adapt to your surroundings.

## KEYS TO THE STORY

After reading *Arto's Big Move* aloud, ask students:

- **Who** is the main character in the story? How do you know? Does the title help you to decide who it is?
- In addition to Arto, **who** are the other (secondary) characters in the story? **What** does each of them do?
- **Where** does the story take place/**what** is the setting? Is there more than one setting?
- **What** is Arto's problem at the beginning of the story? Once Arto solves the first problem, **what** new problem develops?
- **When** does the action of the story change?
- **How** does Arto respond? Is Arto the same or different when the story ends?

Additionally, for Second Grade students, ask them to think about how Arto changed as a result of moving to the South and especially as a result of becoming friends with Ana. What did Ana teach Arto?

## READING LITERATURE STANDARD 1

**RLK.1** With prompting and support, ask and answer questions about key details in a text.

**RL 1.1** Ask and answer questions about key details in a text.

**RL 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

## SPEAKING AND LISTENING STANDARD 2

**SLK.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 1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**SL 2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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## THE BIG MOVE

Review the three major elements of every story: characters, setting, and plot (major events). Ask students to identify each in *Arto's Big Move*.

- **Characters:** There are several characters, in addition to Arto, in this story. Ask students to identify each and to tell:
  - a) what each character is like
  - b) what role they play in the story (how they help or cause problems for Arto)
  - c) how the story would be different without each character
- **Setting:** There are two distinct settings in this story. Ask students to identify each setting and list the specific details of the North and the South that they gather from both text and illustrations in the book.
- **Plot (Major Events):** Create a story map. Begin by listing each major event that takes place in the story. Then, organize these events along a horizontal axis in the order they take place. For students in Second Grade, discuss how Arto responds to each of these major events.

## WHAT'S THAT WORD?

### Kindergarten

Some of the words in the story may be unfamiliar to kindergartners. After reading the story for the first time, ask kindergarten students to try to determine the meaning of the following words (presented in the order they appear in the story) using prior knowledge or context clues. For those words and phrases that are still a puzzle, use a primary-level dictionary to determine the definition:

- firsthand
- overheated
- brooding
- snug
- sweltering
- vanish
- crouched
- cacti
- ignition
- clammy

## I'VE GOT A FEELING

### First Grade

Much of *Arto's Big Move* is about feelings. Read the story through the first time for simple enjoyment. Then, ask students to return with you to each page and determine Arto's emotions on that page. Ask students to support their answers by citing specific evidence in the text or illustrations.

### READING LITERATURE STANDARD 4

**RL K.4** Ask and answer questions about unknown words in a text.

### READING LITERATURE STANDARD 4

**RL 1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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## READING LITERATURE STANDARD 4

**RL 2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

## READING LITERATURE STANDARD 9

**RL K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL 1.9** Compare and contrast the adventures and experiences of characters in stories.

## WRITING STANDARD 2

**WK.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.

**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.

**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.

## WRITING STANDARD 7

**WK.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W 1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**W 2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

## I'VE GOT RHYTHM—AND RHYME

### Second Grade

In *Arto's Big Move*, author Monica Arnaldo makes use of nearly word-for-word repetition of the text and illustrations on both the first double-page spread and the final double-page spread. However, she makes one essential change. After reading the story aloud to children, ask them to identify the repeated text and illustrations and the single, essential change. Then ask: What does the change of Arto's blue wool hat for his Southern cowboy hat tell you about the change in Arto himself?

## MOVING DAY

### Kindergarten and First Grade

Sometimes characters in very different stories have similar experiences when two books share the same themes. Two Owlkids books tackle the themes of moving and making new friends: *Arto's Big Move* and *Who's Next Door?*

Read and discuss each story individually, working to clarify an understanding of characters, setting, and plot (major events). Once students have a solid understanding of the two books, introduce a compare-and-contrast activity using a Venn diagram (double bubble). If the Venn diagram format is new to them, explain that the unique qualities of each story are listed in the right and left sides of the two circles and that the qualities the two stories share are listed in the intersection of the circles. Consider all aspects of the story in your comparison; however, in order to meet Standard 9, be sure that students focus on the adventures and experiences of the characters in the two stories.

After reading *Arto's Big Move* aloud to students and discussing it in general, ask students to focus exclusively on the two different environments that Arto lives in during the course of the book. Author Monica Arnaldo does not specifically name the cities or countries where Arto lives, but she offers visual and textual clues. Ask students to list these clues for the two settings.

Then, as a group, select one place to represent each of these locations (for example, you might choose Alaska in the North and Mexico in the South). Using informational books from the library as well as online sources written at an appropriate Lexile and text complexity level, conduct research on these two locations to answer the following question in writing: *What clothing is most appropriate for this location and why?*

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