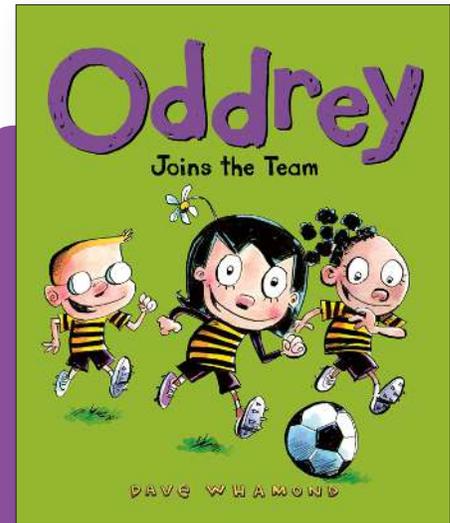


Oddrey Joins the Team

BY DAVE WHAMOND

Target grades: Kindergarten, 1, 2
Reading levels: Fountas & Pinnell: J
Lexile® Measure: AD 540L
Reading Recovery: 17
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Correlates to Common Core
Standards (CCSS) Speaking and
Listening: **SL.K.6**, **SL.1.6**, and **SL.2.6**.
Language: **L.K.1**, **L.1.1**, and **L.2.1**.

Correlates to Common Core
Standards (CCSS) Speaking and Listening:
SL.K.1, **SL.1.1**, and **SL.2.1**; **SL.K.2**, **SL.1.2**,
and **SL.2.2**; **SL.K.3**, **SL.1.3**, and **SL.2.3**.
Reading Literature: **RL.K.1**, **RL.1.1**,
and **RL.2.1**; **RL.K.6**, **RL.1.6**, and **RL.2.6**.

ABOUT THE BOOK

Uninhibited and free-spirited, Oddrey definitely marches to the beat of her own drum, enjoying life along the way. So when her friend Maybelline asks her to join the soccer team, Oddrey gladly accepts the invitation. The team members on the Piccadilla Bees all have their own unique ways of playing the game, but Maybelline wants them to conform to her way. Try as they might, the team is losing the big game — all because they aren't using their individual strengths. That's when Oddrey comes up with "Plan Bee." The Piccadilla Bees might still lose the game, but they will have a blast playing!

PRE-READING IDEA: MAKING PREDICTIONS

Encourage students to make predictions based on the cover of the book before reading the story. Point out the spelling of Oddrey's name and ask students what the spelling could indicate about Oddrey. Students may also comment on the type of sport the characters will be playing. After discussing the students' predictions, read the story together.

THEMES

Oddrey Joins the Team highlights the importance of being true to yourself by using your natural talents and contributing those talents to a team for success. Have students think of a time when they were able to help a team or their family, or to make life more fun for someone because of their own special, unique qualities.

DISCUSSION QUESTIONS

1. How do the illustrations show movement and activity? What makes these illustrations fun?
2. How do the team members and coach react to Oddrey's unique soccer skills? What are some of the skills Oddrey demonstrates to her teammates?
3. How does Oddrey demonstrate confidence in who she is and what she does?
4. What character trait does Maybelline possess that irritates her team members? How do they react to her "expert" advice and bragging?

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5. When does Oddrey recognize that the Piccadilla Bees need a new plan if they are going to win the soccer game? What is Oddrey's Plan Bee?
6. What are some of Oddrey's teammates' ideas for playing OddBall? How do the illustrations let the reader know the kids are having fun?

WRITING ACTIVITIES

1. After reading and discussing the book, ask students to think about whether they would like to have a friend like Oddrey based on the events in the story. Ask them to write a paragraph explaining their choice. Then ask students to volunteer to read their writing to the class.
2. Give students a white sheet of paper and ask them to write or draw the sequence of events in the story in the order they occurred. Have students practice retelling the story and adding sufficient detail to make the story interesting. Have students pair up and retell the story to their partner. Ask each student to share with the class something positive that they noticed about their partner's retelling. Post the story sequences in the classroom.
3. On the first two pages of the book, Oddrey is shown playing a variety of games that she made up herself. Ask students to select one of the illustrations and to make up a name for the game as well as three rules for how to play. Then have students write a brief explanation of the game to share with the class.
4. Oddrey's Plan Bee is based on the lives of bees and how they function in a hive to make honey. Ask students to work in small groups to research the dynamics of a hive: students should list the different types of bees in a hive and identify what each type of bee does to contribute to the honey-making process. Have students draw a representation of a working hive, identifying each part of the hive and the types of bees. Students should also include fun facts about the bees. After presenting their findings to the class, with each student sharing part of their newfound bee knowledge, post the illustrations and bee facts in the classroom.

Teaching guide prepared by Susan Geye, Coordinator of Library Services, Everman Independent School District, Everman, Texas.

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(1) Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

(2) Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.1, W.1.1,** and **W.2.1.**

(3) Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K.2, L.1.2,** and **L.2.2.**

Writing: **W.K.2, W.1.2,** and **W.2.2.**

(4) Correlates to Common Core Standards (CCSS) Language: **L.K.1, L.1.1,** and **L.2.1; L.K., L.1.2,** and **L.2.2.**

Writing: **W.K.2, W.1.2,** and **W.2.2** and **W.K.8, W.1.8,** and **W.2.8.**