Norman by Michelle Olson
Teacher Guide
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Note: If your copy of Norman does not have page numbers, use *Post-it* notes on each page with the page numbers and your questions or comments as you read the book. This can be a study guide for older children or more efficient readers or use as a guide for you as you read the book to younger readers (or struggling readers).

For vocabulary development with older children or more efficient readers use context clues and other strategies to elicit meaning. If the student needs more assistance simply explain the meaning of the unfamiliar word.

Before reading the book ask the *overarching question*, "What do you notice about the cover? What do you think this book is about? As we read about Norman, I want you to notice how he is changing throughout the story.

Title page: Read the title of the book and author. Reinforce that this page tells who wrote the book, illustrated (drew the pictures) or in this case, used a camera to take a picture of the background and placed Norman in the picture.

The next page is called the *dedication page*. This is where the author thanks people for their encouragement while she was writing the book. This page also contains information about the company that published (or put the book together and printed it).

Read pages 4-6: Discuss with upper grades *idioms* (page 6- "Hanging on by a thread.")

Page 6: Why did Norman feel lost?

Page 8: How did Norman feel needed before? How was Norman important?

Text to Self: Share with your partner a time when you did not feel needed.
Text to Text: Think of another story or book where the main character felt lost.

Pages 9-16: Why have these jobs not been good for Norman? *Think, ink, pair, share*
Brainstorm some jobs that would be a possibility for Norman. Jot a few down on your Post it note and share with your partner.

Older grades could think of a few career choices that would not be good for you and then come up with a few job/career choices that would be a possibility for you.

Vocabulary: Perseverance ask: What do you think perseverance means? Now think of a time that you demonstrated perseverance.

Read pages 17-20 As you read these different possible careers, stop and ask (*Prediction)* Do you think this will work? Why or why not?

Read 21-26
"Do you think being a Dog Walker will work? Why or why not? Do you think Norman is getting *discouraged*? How do you know?"

Read 27-29 (after reading the first two sentences, ask; "Why do you think Norman had tears in his eyes? Have you ever tried to be someone else? Or, have you had peer pressure to do something that wasn't very nice?"

Important turn of the story
"That's right, Norman was a button…" This is where Norman comes to grips with what he is and what he was meant to be. *Idiom:* "If he had a nose, certainly his next job would be right under it. Explain or discuss what that means."

Read 30-31 *Foreshadowing or brainstorming:*
"What clues did the author give you to determine Norman's next job"?

Read 33: "What do you know about being double-knotted?" How does Norman feel in the end?" How did the bear need Norman?

Extension Activities:

Norman's character: "I asked you to think about how Norman's character changed as we read the book. With your partner (*think, ink pair, share)* an example of one way his character changed throughout the book?"

(*sentence frames* for younger students)
        In the beginning _____.
        In the middle _____.
        In the end of the book _____.

"What job did Norman try that that you liked?" Explain why.
(*sentence frame*)
        I liked _____ because _____.

Vocabulary (Use context clues, pre-fix and suffix clues and at times, simple tell the students the meaning. The following are vocabulary words will assist in comprehension of the text:

Unexpectantly
Depressed

Wandered aimlessly
Discouraged
Dawned on
Unique
Point of view
Determined
Flammable
Obviously

Foiling
Perspective
"Pipe dream"