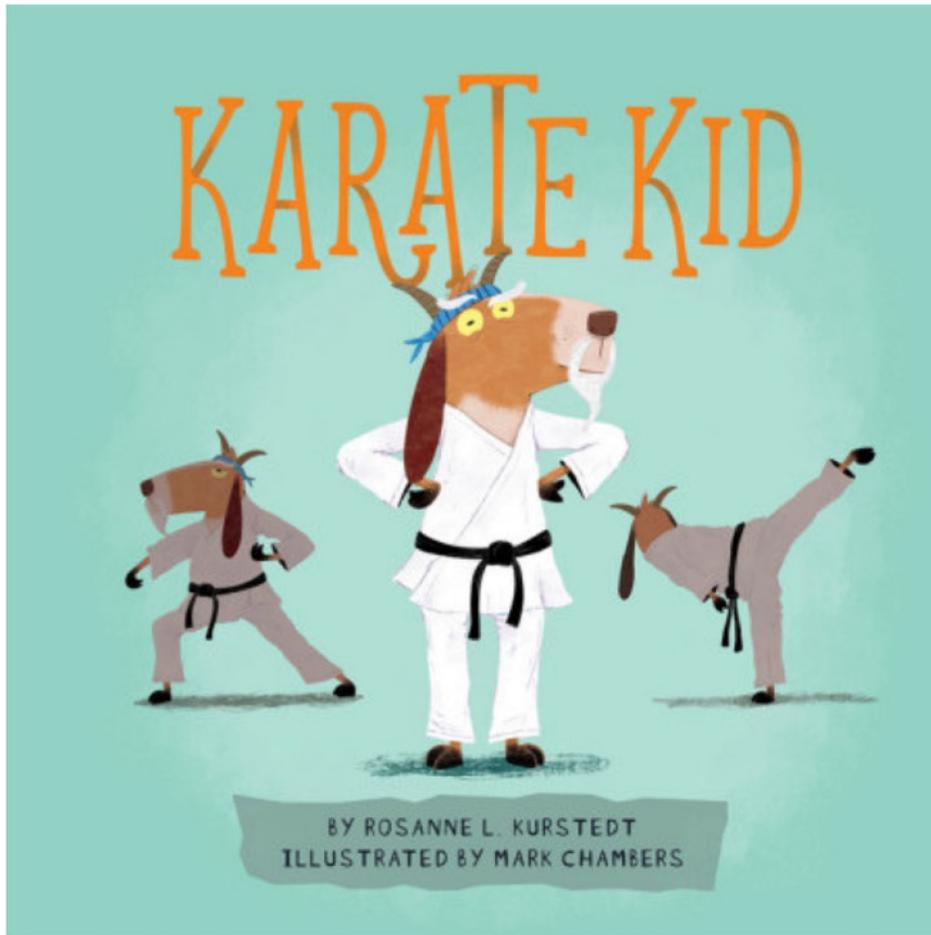




Grades Pre-K-3

Authors and Educators Resources



Educator's Guide by Pamela Brunskill

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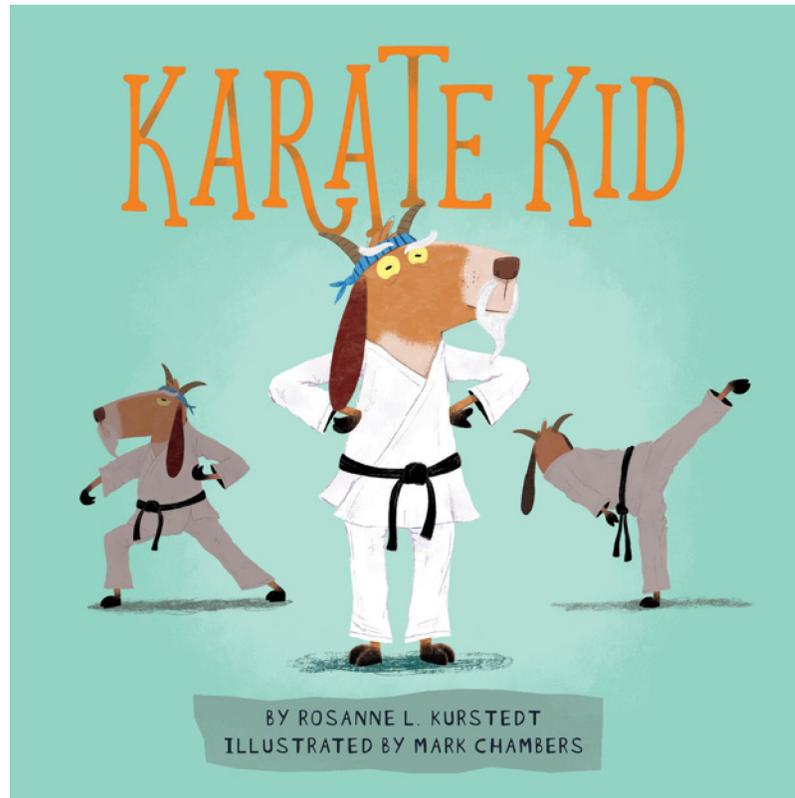
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PLEASE ADAPT THESE MATERIALS TO SUIT THE NEEDS OF YOUR STUDENTS.

ABOUT THE BOOK



About the Book

In *Karate Kid* (Running Kids Press, 2019), a goat kid loves to do karate! And he's sure to inspire young kids to try karate as well. Follow *Karate Kid* as he goes through the major stances and karate moves, teaching readers to channel focus and build strength through each pose. *Karate Kid*'s simple, measured, and meditative text is complemented by playful yet instructive illustrations by Mark Chambers to teach youngsters how to get involved in karate—and to have fun while doing so, too.

Karate Kid Reviews

Review from Booklist: "*Solid color backgrounds keep readers focused on the book's entertaining but accurate content, and the smoothly written text incorporates the mental component of the sport. . . . [A] solid introduction to karate.*"

Baby Bookworm: "*A fantastic companion or introduction for little readers interested in karate, and it's Baby Bookworm approved!*"

About the Author—Rosanne Kurstedt, Ph.D.

As of this publication, Rosanne Kurstedt, Ph.D., is the Assistant Regional Advisor of the New Jersey Chapter of The Society of Children’s Books Writers and Illustrators. She is the author of *Karate Kid* (Running Press Kids, 2019) and the forthcoming book *And I Thought About You* (Kids Can Press). She was the recipient of the SCBWI 2013 Barbara Karlin Grant Letter of Commendation. When not writing children’s books, she’s an adjunct professor at Hunter College and the Associate Director of READ East Harlem/Hunter College. She’s the author of “100+ Growth Mindset Comments” (Newmark Learning, 2018) and co-author of “Teaching Writing with Picture Books as Models” (Scholastic, 2000). Additionally, Rosanne is the founder of The Author Experience, a 501(c)(3) organization that works to support the literacy growth of students in communities facing economic challenges. Through a unique collaboration with schools, The Author Experience delivers a sustainable program grounded in the transformative power of story. Take a look at their website <https://theauthorexperience.org/>. Follow her on Twitter @rlkurstedt or visit her website at <https://www.rlkurstedt.com>.



About the Illustrator—Mark Chambers

Mark is an illustrator and author of children’s picture books and young fiction. He studied illustration at university and has been represented by the London and New York Illustration agency, Bright Group International. Mark was shortlisted for the Roald Dahl Funny Prize in 2014 and won the Sheffield Children’s Picture Book Prize in the same year. *My Hamster is a Genius*, written by Dave Lowe, was also Highly Commended. In 2017, Mark was shortlisted for the AOI World Illustration Awards with his piece, “We Will Remember!” Mark currently lives and works in the UK. To learn more about Mark and his work, visit him online at <http://www.markachambers.com>.



EXPLORING THE BOOK

Language Arts Exercises meet the following learning goals: Identify Key Ideas and Details, Analyze Craft and Structure, and Integration of Knowledge and Ideas

- **Pre-Reading Suggestions**

Complete a K-W-L on Karate

- Ask students what they know and what they want to know about karate. After reading the book, have students add what they learned about karate in the third column.
- Ask students who know karate to share their experiences with the class.

Preview *Karate Kid* by completing a book walk and/or by viewing the book trailer (<https://www.rlkurstedt.com/kids-books>). Ask students what they think the title has to do with the book and who they think is telling the story. What type of book do they think it is and who should read it?

What is a Concept Book? This would be a great activity to do at the beginning of an information-text reading or writing unit.

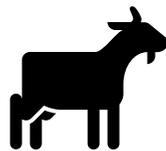
- Explain that *Karate Kid* is a concept book, which means it presents facts with images. They are meant to teach. Ask students to find other examples of concept books in the classroom or library. Share the different concept books, identifying what concept is being taught—shapes, colors, opposites, animals, and so on. Then, ask students what concept they think will be explored in *Karate Kid*. Hopefully the students will understand that they will learn about karate from this book.

- **Vocabulary**

In *Karate Kid*, Rosanne Kurstedt uses great vocabulary.

- Some **Domain-specific** vocabulary includes: Karate, stance, balance, strikes, blocks, katas
- Some **Precise** vocabulary includes: uniform, respect, gratitude, nimbly, pounce, extends, poised, intention, determined, deliberate, versatile, precise, secure, confidence

To get the most out of the vocabulary, you can have students illustrate some of the vocabulary words or use some of them in their own writing. See p. 9 for an example.



- **Text Structure: Concept Book**

Writing can be categorized by mode, such as information, opinion, and narrative. *Karate Kid* is primarily an informational book, specifically a concept book, but it has narrative elements. Information books provide facts and are organized in a way to help readers understand the content. Narrative writing tells a story and has an arc that include elements of character, setting, problem, rising action, climax, and solution. The inclusion of the narrator and the introduction and conclusion allows for a thematic tie-in associated with narrative stories.

Have students compare *Karate Kid* with additional concept books to identify elements associated with concept books. You might want to chart their responses to show their recognition of information elements such as central idea, key concepts, supporting details, domain-specific and precise language, use of images, formal tone, and more.

Some additional concept books students might enjoy include *Yoga Frog* by Nora Shalaway Carpenter and *This is Not a Normal Animal Book* by Julie Segal Walters.

- **Discussion Questions**

Talking about a text can help students make sense of it. As psychologist Lev Vygotsky noted in his social development theory, students learn by interacting with others. Use the discussion questions on page 10 with your students to help them better understand various components of *Karate Kid*.

- **Author's Craft Literary Devices: Simile and Diction**

- **Simile** is when an author compares two unrelated objects using the words *like* or *as*. One example Kurstedt uses in *Karate Kid* is "Like a snake's tongue, he snaps his leg out and in." Challenge students to find similes in the book and to create their own. Use pp. 11-12 to help you.
- **Diction** is a fancy term for word choice. It determines the style of writing. In *Karate Kid*, Kurstedt utilizes diction to great effect. One example is her sentence lengths. Notice how some sentences are long and some sentences are short. What effect does this have on the reading? Why does she sometimes use only one word as a sentence (and intentional fragment)? Another example is her use of powerful, action verbs. Ask students what else they notice about Kurstedt's word choice.



Name _____

Date _____

Karate Kid Vocabulary



Directions:

Pick a vocabulary word from *Karate Kid*. Write it on the line below.

Vocabulary word

What is the word's definition?

What the word looks like to me.
(Draw it.)

Write the word in a sentence.

Name _____

Date _____

Discussion Questions

What is <i>Karate Kid</i> about?	Where does this book take place?
Why does Karate Kid bow?	What words stood out to you in the book? Why?
How would you describe the narrator?	If there was one part of the book you could change, what would it be? Why?
Why do you think the main character is a goat?	How are the Katas (the movements shown in this book) like a dance?
How do the illustrations work with the words in the book?	Is this an information book, a narrative book, or both? Why do you think that?



What are some questions you have?

Name _____

Date _____

What is a Simile?

Background

A simile compares two unlike things using the words *like* or *as*.

Directions:

Read the sentences from *Karate Kid*. What two things are being compared? Write or draw them in the columns.

EXAMPLES OF SIMILES

	Thing 1	Thing 2
Like a cat, with weight on his back foot, he bends his knees slightly.		
Like a snake's tongue, he snaps his leg out and in.		
Karate Kid's fingers are pinched like an eagle's beak as they peck and jab.		

Think About It

Where else have you seen similes?

Extension

Write a simile of your own. Ask a friend what two things are being compared.

What is a Simile?

Background

A simile compares two unlike things using the words *like* or *as*.

Directions:

Read the sentences from *Karate Kid*. What two things are being compared? Write or draw them in the columns.

EXAMPLES OF SIMILES

	Thing 1	Thing 2
Like a cat, with weight on his back foot, he bends his knees slightly.	Cat	Karate Kid
Like a snake's tongue, he snaps his leg out and in.	A snake's tongue	Karate Kid's leg
Karate Kid's fingers are pinched like an eagle's beak as they peck and jab.	Karate Kid's fingers	Eagle's beak

Think About It

Where else have you seen similes?

Extension

Write a simile of your own. Ask a friend what two things are being compared.

Interdisciplinary Activities

- **Social Studies:** Learn about Karate and Goats. To teach students about karate, share “Karate Principles” (p. 13). You might also want to have students learn about the funny and interesting aspects of goats. Students can go to the library to find a collection of books (ask a librarian!) or research them on the internet.
- **Math:** Graphing and measuring. There are many activities you can do to incorporate math with *Karate Kid*. One example is to have students vote on their favorite moves and graph them. Another possibility could be to have students measure angles of poses and determine which ones create angles closest to 90 degrees, which poses have the smallest angles, and which ones have the largest.
- **Physical Education:** Do the Moves. This one is self-explanatory. As you read the book, have students try to make the moves with their bodies.
- **Social-Emotional Learning:** *Karate Kid* models the skills of confidence, self-control, goal-setting, and respect. Lead a discussion as to what each of these means. Use p. 15 to extend the lesson.
- **Art:** Reader’s Theater. Reader’s theater is a teaching technique involving turning a story into a script, assigning parts, and having students read their parts aloud. It allows students to work on reading, listening, speaking, and working collaboratively. It helps to increase fluency and comprehension, among other language arts skills. For more information on Reader’s Theater, visit <https://www.scholastic.com/librarians/programs/whatisrt.htm>. You can find the student handout on p. 16. Assign parts to students and direct as you see fit.



Karate Principles



Background

Karate uses....

Karate comes from two Japanese words “kara” meaning empty and “te” meaning hand. *Karate Kid* focuses on the basics (kihon) of karate, which includes:

Stances (*Dachi*): Kicks are the foundation for balance, strength, and confidence.

Kicks (*Geru*): Kicks are difficult to master since they require flexibility, strength, and focus.

Punches (*Zuki*)/Strikes (*Uchi*): Punches and strikes are carried out by using various parts of the hand or fist and require intensity and agility.

Blocks (*Uke*): Blocks are designed for defense and demand concentration and anticipation.

Karate Kid addresses another aspect of karate—the **katas**, which are sequences of movements put together almost like a dance.

Originally developed as a form of self-defense, modern day karate has evolved into a sport and a way of life that requires both mental and physical discipline. At the heart of karate is respect—for self, for the art, and for others. Students of karate learn techniques by practicing movements over and over again. The repetitive practice requires concentration and self-control. Even young students of karate begin to recognize how deliberate practice helps them accomplish their goals, including building strength, balance, and moving up belt levels. The clear goals and expectations help students stay focused and keep them motivated. Students learn to use their breath to control their energy, movements, and focus. Students of karate are taught and come to understand that a positive attitude and perseverance can help overcome challenges.

Directions:

Find an example of how Karate Kid meets each of the principles. Write or draw your answer in the boxes below.

Confidence	Self-Control
Goal-Setting	Respect
Focus	Strength

Extension:

Describe ways you could practice these principles. What does it look like? Sound like?



Name _____

Date _____

Karate Kid Reader's Theater

You will put on a *Karate Kid* play!

Circle Your Part(s):

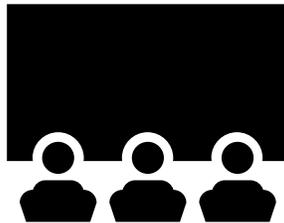
- | | |
|--|-------------------------|
| 1. Narrator 1 (reads first page) | 10. Side-Thrusting Kick |
| 2. Narrator 2 (reads last page) | 11. Roundhouse Kick |
| 3. Narrator 3 (introduces karate concepts) | 12. Back Kick |
| 4. Karate Kid (doesn't speak—just acts out first and last pages) | 13. Stepping Punch |
| 5. Ready Stance | 14. Back-Fist Strike |
| 6. Front Stance | 15. Spear-Hand Strike |
| 7. Horse-Riding Stance | 16. Eagle-Hand Strike |
| 8. Cat Stance | 17. Downward Block |
| 9. Front Kick | 18. Rising Block |
| | 19. Inside Block |
| | 20. Knife-Hand Block |



Directions:

- Read your lines.
- Practice reading your part.
- Add movements to go with your part out loud.
- Practice reading your part with everyone else.
- Put on the play for an audience!

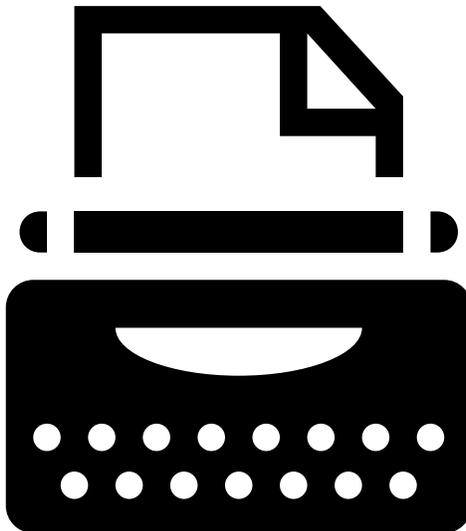
To extend the play, you might want to add costumes and/or props. You might also want to add some of your own lines.



EXTENDING THE BOOK

Bringing it All Together

- **Write a review.** Authors love getting reviews on their work, and writing reviews allows students to develop their opinion/literary analysis skills. Two good places to post reviews are [Goodreads](#) and [Amazon](#).
- **Launch a social media campaign.** You might want students to complete a #KarateConfidence twitter campaign or #IAmAKarateKid by writing or showing ways they exhibit confidence and respect and focus throughout their day.
- Complete an **interdisciplinary research project** on karate, goats, or another concept found in *Karate Kid*.
- Have students **make up their own karate moves!** Students may notice that lots of the moves have animal names in *Karate Kid*. Students can make up their own moves, name the move, describe it, and draw a picture of it. See p. 19 for student handout.



- Have students **write their own concept books**. They can brainstorm topics of interest to them and choose one to research. Then, have them go through the writing process to teach that topic. They should incorporate informational elements like a title, central idea, supporting details, domain-specific language, and images. Use the chart and templates on pp. 20-23 to support student work. Add your own requirements as necessary.
- For additional study, have students use the **Study an Author strategy** to learn from Kurstedt and *Karate Kid*. The Study an Author strategy involves studying an author’s way of presenting material and following the same technique in the student writing. It helps students learn different ways of phrasing and improves diction.

Here’s an example from *Karate Kid*. When writing about the Ready Stance, Kurstedt says:



“With feet shoulder-width apart, arms slightly forward, fists toward the floor, Karate Kid imagines moving nimbly into other stances.”

Then, if a student is writing about dancing, she/he might focus on the feet position of relevé. That student would then copy the structure of Kurstedt’s sentences. One possible result could be:

With feet shoulder-width apart, toes turned out, arms curved gently in front, the dancer raises her heels slowly until her knees lock into place.

Notice how the sentences align. You can experiment with both sentences and structure. Depending on your students’ level and interest, you might also want them to copy Kurstedt’s layout of key concepts, supporting details, and images.

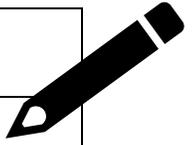


Name _____

Date _____

My Own Made-Up Animal Karate Moves

Name of Move	
Picture	Description <hr/> <hr/> <hr/> <hr/> <hr/>
Name of Move	
Picture	Description <hr/> <hr/> <hr/> <hr/> <hr/>
Name of Move	
Picture	Description <hr/> <hr/> <hr/> <hr/> <hr/>



Name _____

Date _____

Write Your Own Concept Book



Directions

1. Choose a concept you are interested in writing about. My concept is

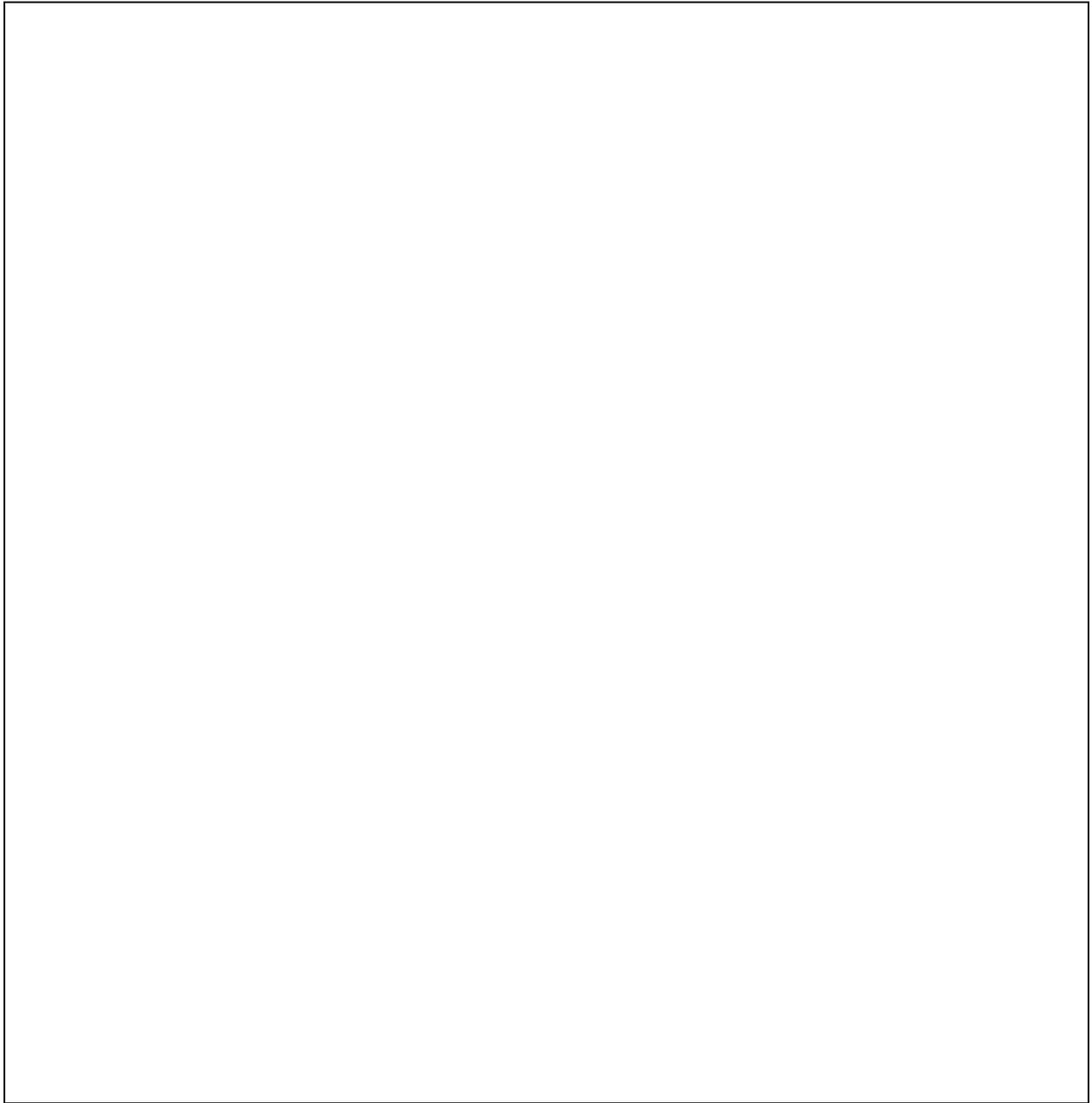
2. Write a concept book to share with the class.
3. Use the following checklist to help you with your book. You want to check "yes" for as many items as you can.

Did I include:	Yes	No
A Title		
Headers to group information		
Subheadings		
Details		
Domain-specific vocabulary		
Images		

Name _____

Date _____

(Header)



(Image)

Standards (CCSS)

The activities in this guide can be used to meet the following standards (as of 1/29/2020).

Language Arts Common Core Anchor Standards:

Reading

- Key Ideas and Details—CCRA.RA.1, CCRA.R.2, CCRA.R.3
- Craft and Structure— CCRA.R.4, CCRA.R.5, CCRA.R.6
- Integration of Knowledge and Ideas—CCRA.R.7, CCRA.R.9, CCRA.R.10

Writing

- Text Types and Purposes—CCRA.W.1, CCRA.W.2
- Production and Distribution of Writing—CCRA.W.4, CCRA.W.5, CCRA.W.6
- Research to Build and Present Knowledge—CCRA.W.7, CCRA.W.8, CCRA.W.9
- Range of Writing—CCRA.W.10

Speaking and Listening

- Comprehension and Collaboration—CCRA.SL.1, CCRA.SL.2
- Presentation of Knowledge and Ideas—CCRA.SL.4, CCRA.SL.6

Language

- Conventions of Standard English—CCRAL.1, CCRAL.2
- Knowledge of Language—CCRA.L.3
- Vocabulary Acquisition and Use—CCRA.L.4, CCRA.L.5, CCRA.L.6

