



BY MAX BRALLIER

ILLUSTRATED BY DOUGLAS HOLGATE

Book Club Unit

Curriculum and Activities

Created & compiled by Mallory Riesberg

Materials adapted from Smart Chick Teaching Resources.

SK Designs, Upper Elementary Bliss, Rachel Lynette,

Utah State University Extension 4H, Free to Teach Resources

Daily Reading Plan

30 minute rotations

- Opening (2-5 minutes) - Participants get books, settle in with reading partner(s), review expectations as a whole group, general review / discussion about previous chapter(s).
- Reading (15-20 minutes) - Staff reads aloud with participants following along in their own book.
- Reflection (Discussion / Journaling) (5-7 minutes) - Use open-ended questions to have participants reflect on reading from the day. Staff should choose the reflection strategy (e.g. General reflection question for individual or group discussion, multiple options for reflection in written form in individual journal, etc)
- Clean Up (2-5 minutes) - Return all books to staff, clean up and rearrange area as needed before transitioning.

Additional activities to be included:

- Vocabulary Chart - keep group vocabulary chart updated; can assign weekly duties or job cards (see instruction sheet for examples)
 - Character Chart - If using a character chart, keep it updated. If no chart is used, discussion about characters can be incorporated into “Reflection” as needed.
 - Inter-reading Activities - Additional information can be found on individual activity sheets
-

45 minute rotations

- Opening (5-7 minutes) - Participants get books, settle in with reading partner(s), review expectations as a whole group, general review / discussion about previous chapter(s).
- Reading (20-25 minutes) - Staff reads aloud with participants following along in their own book.
- Reflection (Discussion / Journaling) (5-10 minutes) - Use open-ended questions to have participants reflect on reading from the day. Staff should choose the reflection strategy (e.g. General reflection question for individual or group discussion, multiple options for reflection in written form in individual journal, etc)
- Clean Up (2-5 minutes) - Return all books to staff, clean up and rearrange area as needed before transitioning.

Additional activities to be included:

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Vocabulary

Objective: Introduce different strategies for incorporating vocabulary into everyday reading.

Materials:

- Reading folders
- Books
- Vocabulary Poster (for whole group use)
- Vocabulary worksheets (for individual use)
- Pencils
- Sticky notes
- Chart marker
- Job cards (optional)

Advanced Preparation:

1. Create a Vocabulary Chart on a posterboard that will be used to track words throughout the reading for the whole group. The chart should include at least a column for the vocabulary word and definition. The chart will be updated as the book club continues so plan ahead for plenty of space.

Vocabulary Strategies

Each strategy has strengths and challenges associated with it. The overall focus is to have participants identify the vocabulary. During the read aloud time, if participants come across any words they do not know, or think someone else will not know, they should write these down. These will turn into the group vocabulary words and will be discussed at each session.

1. Individual approach - Inside the front of each reading folder, staple a copy of a blank Vocabulary Chart worksheet. Participants can fill out their individual charts as the group is reading with the word, page number, and chapter - leave the definition blank. The words from each worksheet will be compiled before the next session and added to the group vocabulary chart.
2. Group approach - Pass out sticky notes and pencils to participants. As the group is reading, if participants come across a word they do not know they can write it down on a sticky note with the page number. At the end of the day, all sticky notes should be stuck up on the group vocabulary chart to be officially added and defined later.
3. Job Cards - *Keeping the group vocabulary chart up to date can be a time consuming task.* To help with this, and to allow participants to work on different skills, job cards can be created. Examples of jobs could include:
 - a. **Compiling Expert** - a person who would look through the different individual vocab worksheets and create an unduplicated list of words to be added to the group poster. They could also sort through the sticky notes to create an unduplicated list of words to be added to the group poster.
 - b. **Definition Master** - finds and records the definitions to all the words on the unduplicated word list
 - c. **Chart Chancellor** - this person is in charge of updating the chart with all of the new vocab words and definitions. Neat, legible handwriting will be expected.

Name: _____

Vocabulary

Word: _____ Part of Speech: _____ Synonyms: _____ _____	Illustration:
Definition: _____ _____ _____	
Sentence: _____ _____	

Word: _____ Part of Speech: _____ Synonyms: _____ _____	Illustration:
Definition: _____ _____ _____	
Sentence: _____ _____	

Vocabulary Price List

Add up the cost of each letter in your vocabulary word using the price below to find the total cost of the word.

A - \$1	B - \$2	C - \$3	D - \$4	E - \$5
F - \$6	G - \$7	H - \$8	I - \$9	J - \$1
K - \$2	L - \$3	M - \$4	N - \$5	O - \$6
P - \$7	Q - \$8	R - \$9	S - \$1	T - \$2
U - \$3	V - \$4	W - \$5	X - \$6	Y - \$7
Z - \$8				

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Z - \$8				

Chapter Discussion Questions & Inter-reading Activities

Pre-reading Activity

- **Book Prediction(s)**
 - Before we start reading, look at the front cover of the book. Think about the title, the picture, the author. Look at the back cover. What do you think will happen in this book? Why do you think this? Use details from the book that caught your attention or information that you already know about the book.

Chapter 1

- How would you describe Jack Sullivan? How would you describe Blarg?
- This story takes place in a post-apocalyptic world. What does that mean to you? Would you like to live in this world like Jack? Why or why not?

Chapter 2

- If you were stuck in a tree house trying to protect yourself from zombies, what is one item you would want to have with you and why?
- Which one of Jack's "Feats of Apocalyptic Success" do you think would be the most challenging to accomplish? Why?
- Does Jack enjoy living in the post-apocalyptic world?

Inter-reading Activity

- **Feats of Success**
 - Work in pairs or small groups. Each group will be responsible for creating at least one Feat of Success. Each feat should be a challenge or a goal that will help you survive and thrive in your program. *For example, "**Feat: Neat Freak!** Cleaned up after self without being asked for one month straight"*

Chapter 3

- How would you describe Dirk? Compare and contrast Jack and Dirk.
- Right after the monster apocalypse started Jack and Quint decided to separate but stay in communication over their walkies. What would you have done if you were in Jack's shoes at this time?
- Why does Jack not use his Louisville Slicer on zombies? What does this say about his character even during monster attacks?

Chapter 4

- How does Jack escape from the Dozers?
- Would you rather face the Blarg, zombies, or a Dozer in battle? Why?

Inter-reading Activity

- **Portrait of a Monster Apocalypse Hero**
 - Look at the picture of Jack on page 57. Trade places with Jack. Now you are in the middle of a monster apocalypse. Draw what you would look like if you were on page 57 instead. Make sure to include short captions about any interesting items you included in your portrait.

Chapter 5

- How would you describe Quint? Compare and contrast Quint to Jack and Dirk.
- What do you think Jack and Quint are thinking about when they are sitting together not really talking?
- Is it a good idea for Quint to go to the treehouse with Jack? Why or why not? What would you have chosen to do?
- If you designed your own vehicle, what devices and accessories would you be sure to include?

Chapter 6

- Where do you fall in the category of people in this world: the first (post-apocalyptic world loving people) or the second (normal folks)?
- Do you think that keeping the monster Jack meets in this chapter (Rover) is a good or bad idea? Why?

Chapter 7

- Jack and Quint explore many places around the city looking for June. If you could choose anywhere in the city to make your home during the Monster Apocalypse, where would you choose?
- Do you think allowing Dirk to join the team is a good idea? Why or why not? Would you allow him to become part of your team?

Inter-reading Activity

- **Zombie Survival Platform**

Chapter 8

- How is the relationship among Dirk, Quint, and Jack changing?
- If you could find one thing to help celebrate a birthday during the monster apocalypse what would it be?

Chapter 9

- Characters are usually not all “good” or “bad”. Discuss some negative qualities of Jack and some positive qualities of Dirk.
- Life seems to be falling into an okay routine for Jack and the team. They seem to be enjoying each other and making the best out of their new world. However, Jack starts feeling like something cruddy is about to happen. What do you think this something cruddy might be?

Inter-reading activity

- **Quint’s Workshop**
 - Using the Curiosity Kits (or whatever items are provided), pretend you are Quint and create something to assist you and the team in the Monster Apocalypse.

Chapter 10

- Why did Quint and Dirk make a saddle for Rover?
- Do you think June is still in the middle school after all this time?

Chapter 11

- Why does Jack feel the need to rescue June?
- Jacke refers to June as a “damsel in distress.” Do you agree with that reference?

Chapter 12

- Imagine you are June and Jack, Quint, and Dirk came to rescue you from the middle school. How would you feel about it?

Chapter 13

- Why does June not want to leave the middle school? What would you do if you were in her shoes?
- How is the relationship between Jack and June changing?

Inter-reading Activity

- **Water Filtration System**

Chapter 14

- What type of “armor” would you choose if you were preparing to escape from the middle school?
- Which is more powerful: weapons or science? Explain your opinion.

Chapter 15

- Jack seems to sacrifice himself for the team by having Blarg chase after him and his light-up shoes. What does this say about him? Would you consider Jack a leader? What qualities would you be looking for?
- How do you think Jack is going to make it out of his fight with Blarg?

Chapter 16

- What is the role of teamwork in this story? What are some examples of this theme?

Inter-reading Activity

- Preparedness Bingo

Chapter 17

- Why does Jack refuse to leave the treehouse?
- What happened to Blarg when he stepped into the moat?

Chapter 18

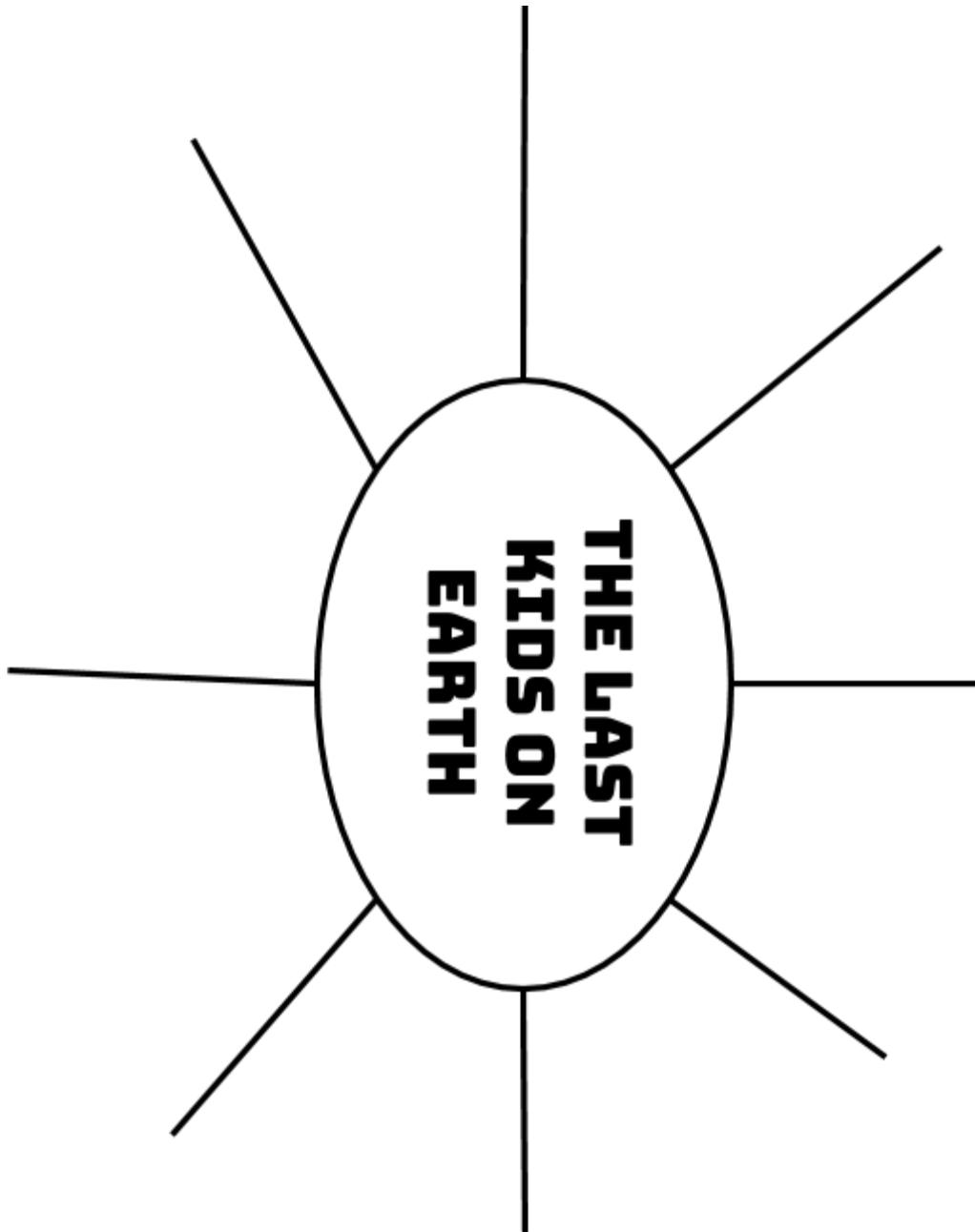
- Do you think Jack and his friends really are the only kids left in the world? Explain.
- What are some hints in the text that there is a sequel to this book? What do you think is going to happen in the sequel?

Post-reading Activity

- Mini-Book Review
- Survivor: Outwit, Outplay, Outlast
 - Select games to play and gather necessary materials. The games can be modified to be team games or individual relays depending on your preference. Encourage good sportsmanship and fun. If keeping score, make sure to include points for participation/trying in each game.

Character Chart

Using the information from the book, create a web about the main characters. Each branch of the web is a new character. Make sure to add details about each character including physical and personality traits and any other important details about their relationships.



Name: _____

Physical Characteristics:

Personality Characteristics:

Character Study

Name of Character

Draw a picture to represent this character.

Character's Emotions:

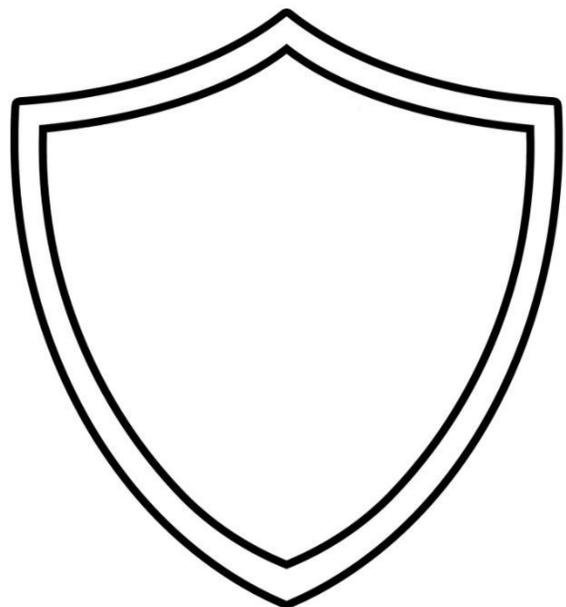
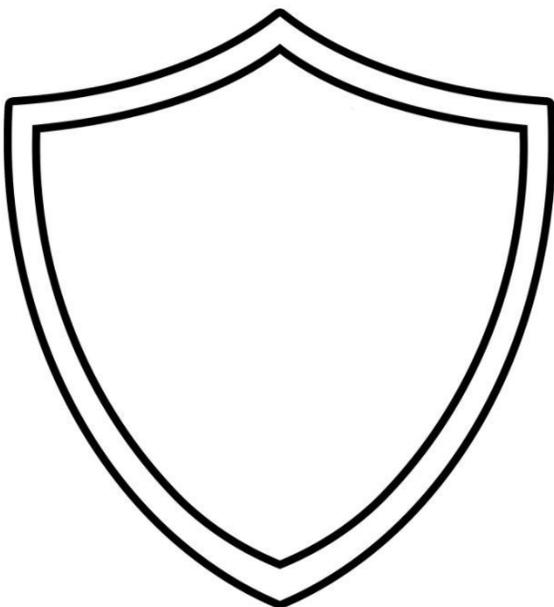
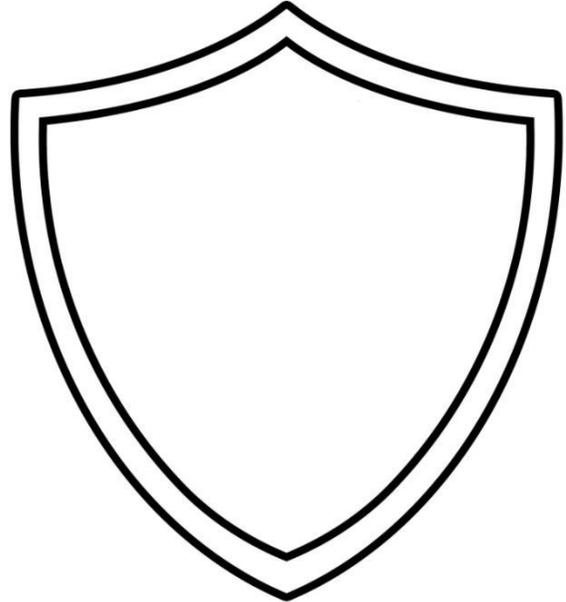
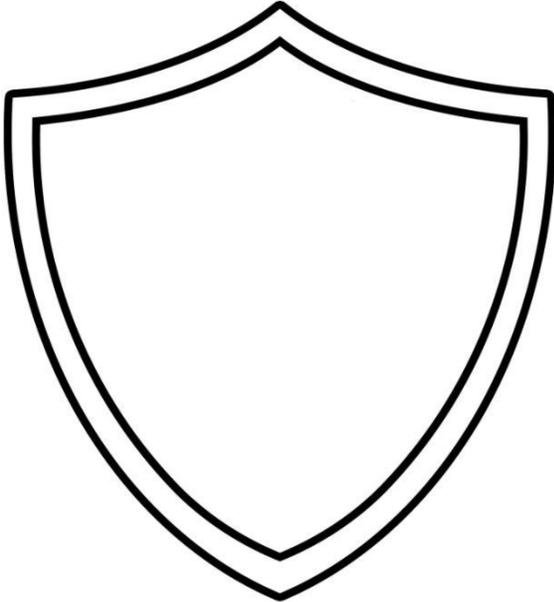
How does this character change throughout the novel?

Beginning:

End:

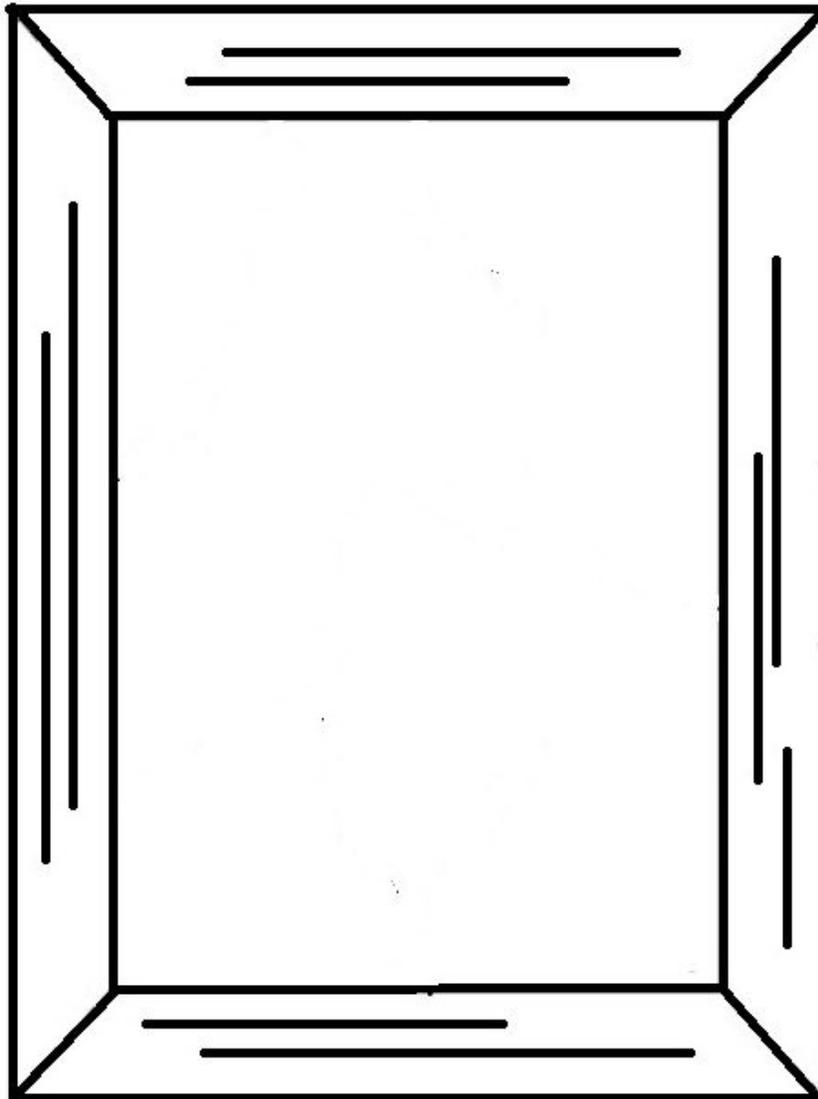
FEATS OF SUCCESS

In the book, Jack created his own award system called "Feats of Apocalyptic Success!" He earns badges that he created by completing goals and challenges. Use your knowledge of your program and your imagination to create your own set of "Feats of Success". Make sure each Feat includes the name of the feat, a description, and a picture. Remember, the more challenging it is, the greater the Feat is. **Bonus:** Include your "ULTIMATE Feat of Success!" as your final feat.



PORTRAIT OF A MONSTER APOCALYPSE HERO

Imagine yourself in the middle of a Monster Apocalypse and create a self-portrait. Make sure to include your name, what type of persona or character you take on (The Hero, the Damsel in Distress, the Creator, etc), and any items or supplies you have with you.



Survival Platform

Engineering Challenge

Can you create a survival platform
that stands higher than the zombie
cut-out and holds the weight
of a full pop can?

Created by: Smart Chick Teaching Resources



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Challenge Rules

- You can use **any** of the materials provided.
- The survival platform must be free-standing.
- Color the zombie cut-out, then place your zombie cut-out onto a base so it can stand on its own.
- Your goal is to build a survival platform that stands higher than the zombie cut-out and holds the weight of a full pop can.
- You may also use tape and scissors to complete the challenge.
- There are many different ways to complete this challenge. Be creative!

Challenge Rules

- You can use **any** of the materials provided.
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Teacher Directions

Materials: (per group)

- Assorted straws
- Masking tape
- Zombie cut-outs
- Ruler
- Full pop can

Set-Up:

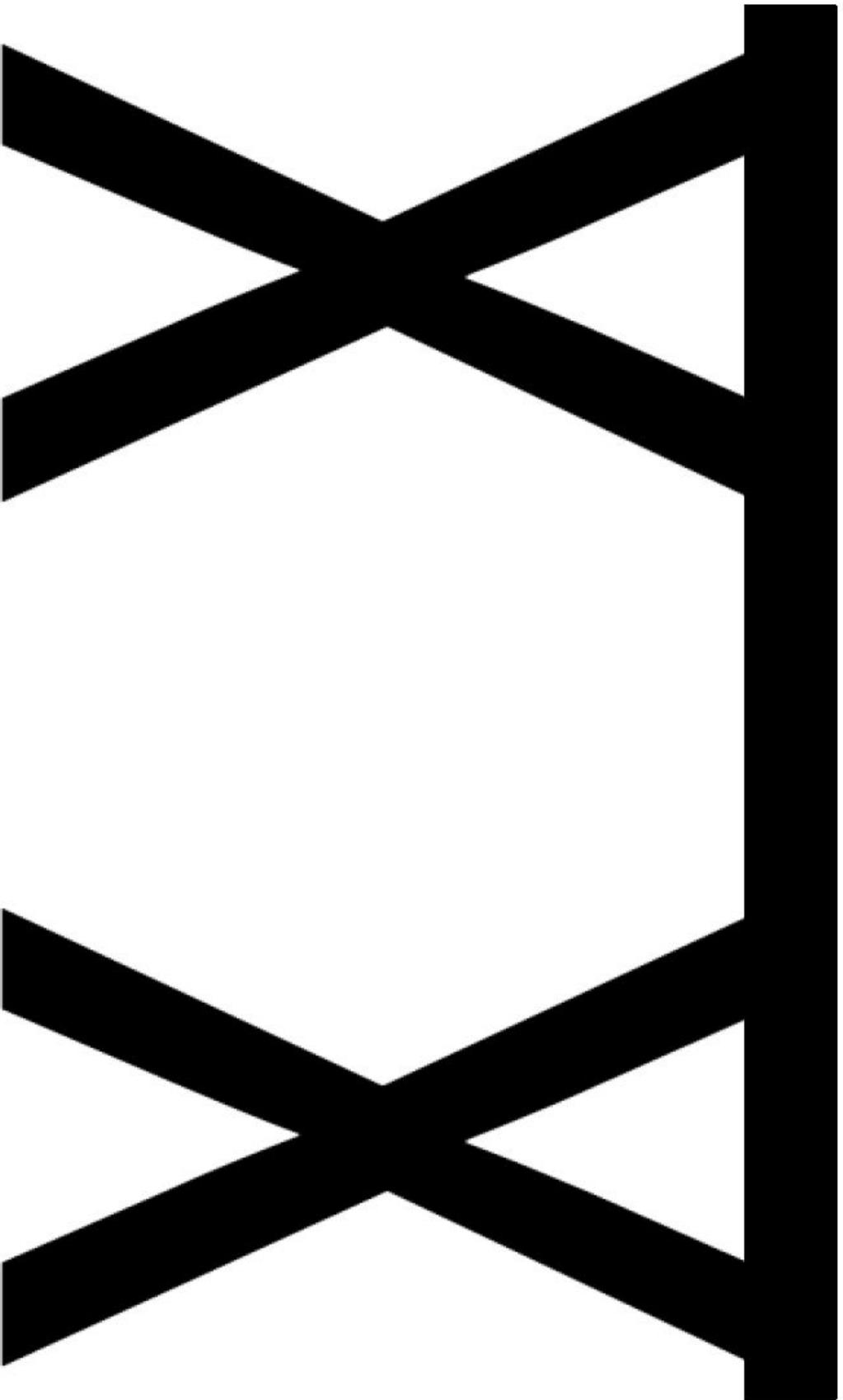
- You can show students the diagram of a survival platform so they have a better idea of what they have to make.
- As an added challenge, you can limit the amount of straws to 25 total and the amount of tape to 2 feet. I let my students do this challenge individually, then they test them in a group.
- Students may need to make adjustments to the legs of the platform once they try to test it with the weight of a full pop can.
- For the zombie cut-outs, cross two rectangles together at the notches to form a base and tape the zombie cut-out to the base.

Goal:

Students will make a survival platform that stands higher than the zombie cut-out and can hold the weight of a full pop can.

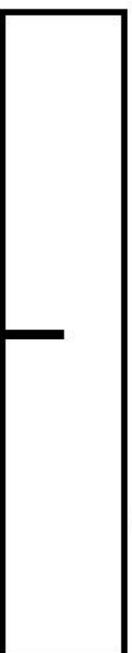
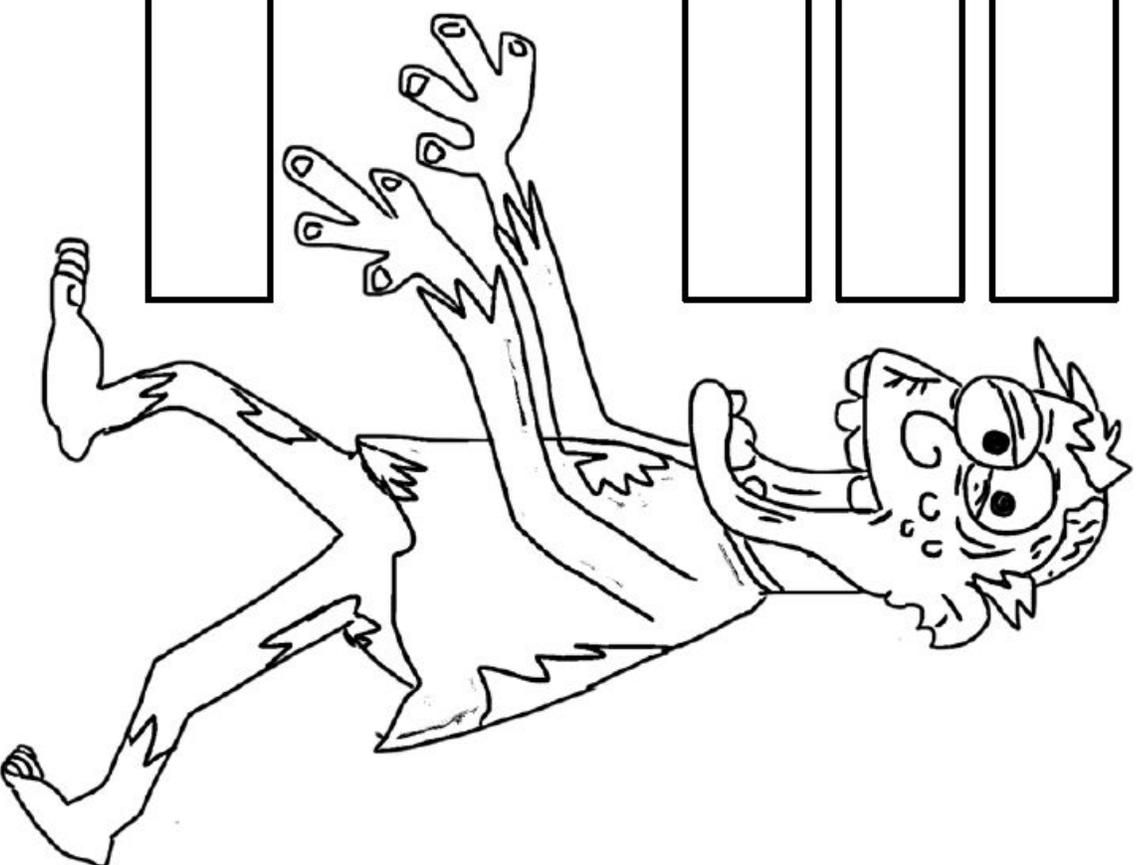
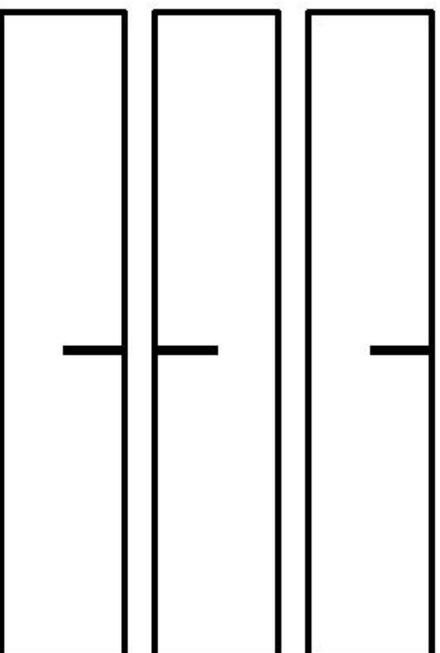
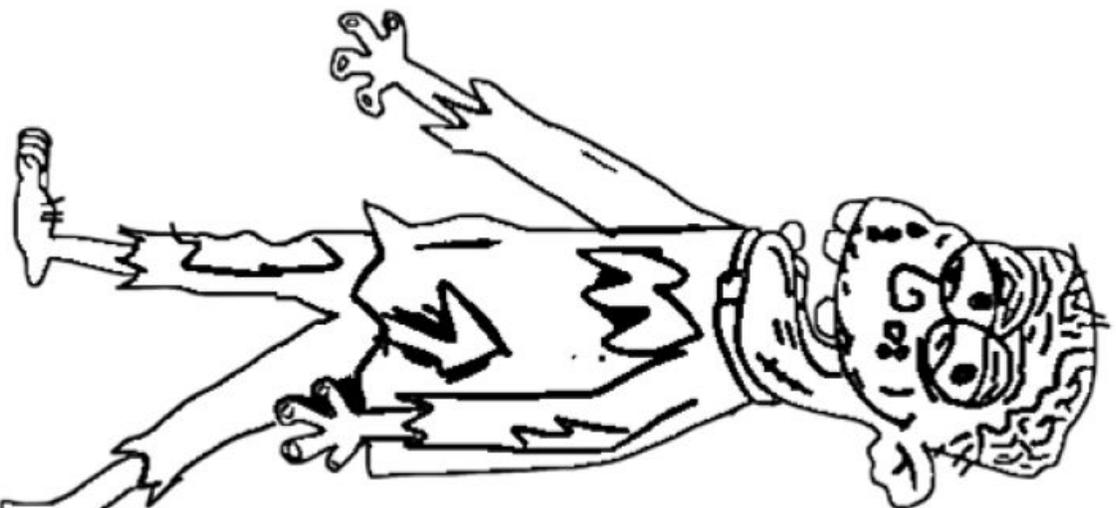


Survival Platform Layout



Zombie Cut-Outs

Copy onto cardstock and color. Cut the rectangle notches and attach them to use as a base.



Student Lab Sheet: Survival Platform Challenge Name _____

Were you successful in this challenge? Why or why not?

What was the most difficult part of this challenge? Why?

What was the best idea you came up with during this challenge?

<p>My Challenge Data: Survival Platform</p> <p>Height: _____</p> <p>Length: _____</p> <p>Width: _____</p> <p><i>Be sure to include the unit of measure you used!</i></p>
--

What are the dimensions of your survival platform? Was it strong enough to hold the weight of the pop can? Why or why not?

What did you learn about construction and engineering during this challenge?

QUINT'S WORKSHOP

Imagine you are Quint, Monster Apocalypse Scientist Extraordinaire. Using the materials provided, create something that would assist you and the team during the Monster Apocalypse. Use the provided planning sheet to assist in your creating.

STEM Challenge Design Planner

<p>1. Ask What problem are you solving? What do you want to be able to do?</p>	<p>2. Imagine Imagine what you could do. Brainstorm solutions.</p>	<p>3. Plan Think about how to create your idea. Draw and label.</p>
<p>4. Create Follow your plan. Make a model.</p>	<p>5. Evaluate & Share Does your idea work? Did you get the result you wanted?</p>	<p>6. Improve Modify your design. Try again.</p>

Water Filtration System

Engineering Challenge

Can you create a filtration system that cleans water using an empty 2-liter bottle and other materials?



Created by: Smart Chick Teaching Resources

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Engineering Challenge

Can you create a filtration system that cleans water using an empty 2-liter bottle and other materials?



Created by: Smart Chick Teaching Resources

Challenge Rules

- You can use any of the materials provided.
- Water will need to be able to flow or drip through your filtration system.
- Your goal is to build a water filtration system that cleans water using an empty 2-liter bottle and other materials.
- You may put the materials in any order, just think about what order you want the water to flow through the materials.
- There are many different ways to complete this challenge. Be creative!

Challenge Rules

- You can use any of the materials provided.
- Water will need to be able to flow or drip through your filtration system.
- Your goal is to build a water filtration system that cleans water using an empty 2-liter bottle and other materials.
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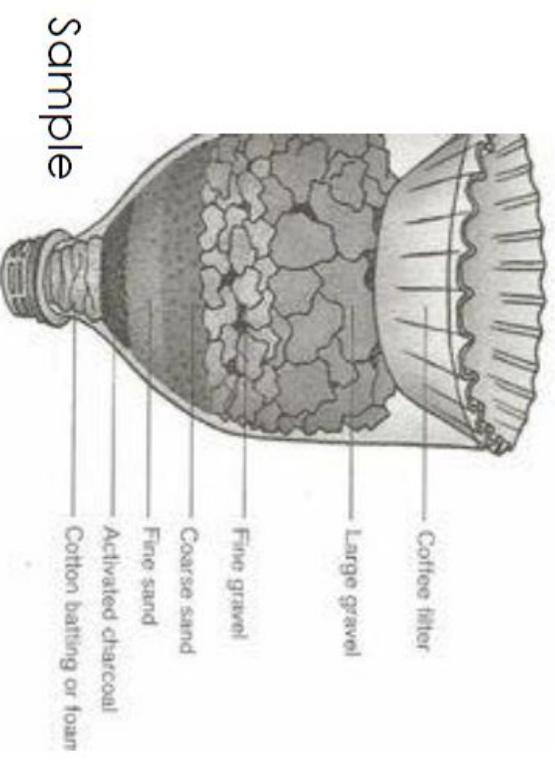
Teacher Directions

Materials: (per group)

- Empty 2-liter bottle (cut bottom 1/3 off)
- Coffee filters
- Gravel
- Sand
- Activated charcoal
- Cotton balls
- Dirty water

Set-Up:

- The diagram above shows how to make a water filtration system. I do not show it to my students until the end of the challenge. I just give them the materials and let them try to figure it out.
- Provide a flat surface for the construction and testing
- Provide dirty water for the testing phase. DO NOT let students drink any of the water, they can assess its cleanliness by how clear it is after running through the filtration system.
- Students can run the water through the filtration system more than once.



Goal:

Students will make a water filtration system that cleans water.

Student Lab Sheet: Water Filtration Challenge Name _____

Were you successful in this challenge? Why or why not?

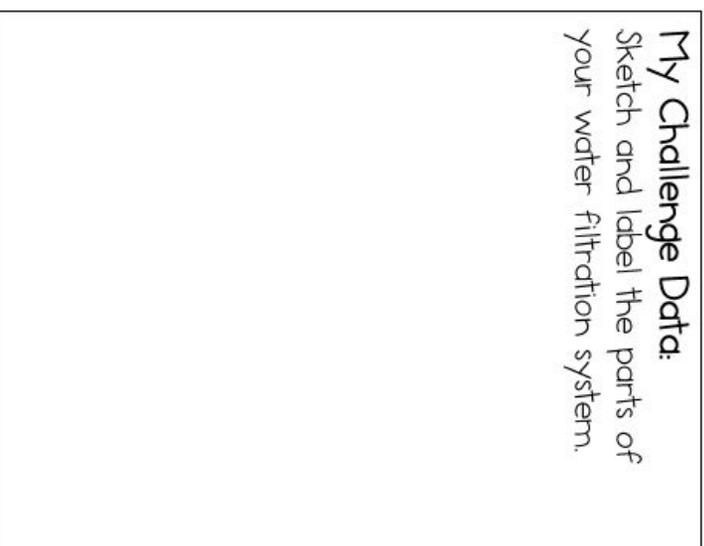
What was the most difficult part of this challenge? Why?

What was the best idea you came up with during this challenge?

How well did your water filtration system clean the water? How did you design it to clean water?

What did you learn about construction and engineering during this challenge?

My Challenge Data:
Sketch and label the parts of
your water filtration system.





Preparedness Bingo



Bingo Call List

Escape Route	FEMA - Federal Emergency Management Agency	Earthquake	Emergency Cash	Emergency Contact Information
Whistle	Family Plan	Teddy Bear	Floods	First Aid Kit
Emergency Food	CERT - Community Emergency Response Team	Shelter in Place	Extra clothes, coat, socks	Flashlight
Terrorism	Personal Hygiene Items	Space Blanket	Wildfires	Chemical Hazards
Poncho	72-Hour Kit	Water Bottle	American Red Cross	Emergency Volunteers
Books & Games	Hurricanes	Pet Preparedness Kit	Natural Hazards	Alert System
Family Communication Plan	Backpack	Food Storage	Pocket Knife	



Preparedness Bingo



Bingo Call List

(TO CUT OUT)

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Preparedness Bingo

Card One

 <p>Escape Route</p>	 <p>Federal Emergency Management Agency</p>	 <p>Earthquake</p>	 <p>Emergency Cash</p>	 <p>Emergency Contact Information</p>
 <p>Whistle</p>	 <p>Family Plan</p>	 <p>Teddy Bear</p>	 <p>Floods</p>	 <p>First Aid Kit</p>
 <p>Emergency Food</p>	 <p>Community Emergency Response Team</p>	 <p>Zombie Free Space</p>	 <p>Shelter in Place</p>	 <p>Extra clothes, coat, socks</p>
 <p>Flashlight</p>	 <p>Terrorism</p>	 <p>Personal Hygiene Items</p>	 <p>Space Blanket</p>	 <p>Wildfires</p>
 <p>Chemical Hazards</p>	 <p>Poncho</p>	 <p>72 Hour Kit</p>	 <p>Bottled Water</p>	 <p>American Red Cross</p>

Preparedness Bingo

Card Two

 <p>Escape Route</p>	 <p>Federal Emergency Management Agency</p>	 <p>Earthquake</p>	 <p>Hurricanes</p>	 <p>Emergency Contact Information</p>
 <p>Emergency Volunteers</p>	 <p>Family Plan</p>	 <p>Whistle</p>	 <p>Teddy Bear</p>	 <p>First Aid Kit</p>
 <p>Emergency Food</p>	 <p>Community Emergency Response Team</p>	 <p>Zombie Free Space</p>	 <p>Shelter in Place</p>	 <p>Extra clothes, coat, socks</p>
 <p>Flashlight</p>	 <p>Terrorism</p>	 <p>Personal Hygiene Items</p>	 <p>Space Blanket</p>	 <p>Emergency Cash</p>
 <p>Books & Games</p>	 <p>Poncho</p>	 <p>72 Hour Kit</p>	 <p>Bottled Water</p>	 <p>American Red Cross</p>

Preparedness Bingo

Card Three

 <p>Pet Preparedness Kit</p>	 <p>FEMA Federal Emergency Management Agency</p>	 <p>Natural Hazards</p>	 <p>Bottled Water</p>	 <p>Emergency Contact Information</p>
 <p>Emergency Volunteers</p>	 <p>Family Plan</p>	 <p>Emergency Cash</p>	 <p>Teddy Bear</p>	 <p>Whistle</p>
 <p>Emergency Food</p>	<p>CERT Community Emergency Response Team</p>	 <p>Zombie Free Space</p>	 <p>Shelter in Place</p>	 <p>Extra clothes, coat, socks</p>
 <p>Flashlight</p>	 <p>Terrorism</p>	 <p>Personal Hygiene Items</p>	 <p>Space Blanket</p>	 <p>Family Communication Plan</p>
 <p>First Aid Kit</p>	 <p>Poncho</p>	 <p>Backpack</p>	 <p>Alert Systems</p>	 <p>American Red Cross American Red Cross</p>

Preparedness Bingo

Card Four

 <p>Escape Route</p>	 <p>Federal Emergency Management Agency</p>	 <p>Food Storage</p>	 <p>Hurricanes</p>	 <p>Emergency Contact Information</p>
 <p>72 Hour Kit</p>	 <p>Family Plan</p>	 <p>Whistle</p>	 <p>Teddy Bear</p>	 <p>First Aid Kit</p>
 <p>Emergency Food</p>	 <p>Pocket Knife</p>	 <p>Zombie Free Space</p>	 <p>Shelter in Place</p>	 <p>Extra clothes, coat, socks</p>
 <p>Flashlight</p>	 <p>Terrorism</p>	 <p>Personal Hygiene Items</p>	 <p>Space Blanket</p>	 <p>Emergency Cash</p>
 <p>Books & Games</p>	 <p>Poncho</p>	 <p>Backpack</p>	 <p>Bottled Water</p>	 <p>American Red Cross</p>

Preparedness Bingo

Card Five

 <p>Extra clothes, coat, socks</p>	 <p>Books & Games</p>	 <p>Terrorism</p>	 <p>72 Hour Kit</p>	 <p>Pocket Knife</p>
 <p>Poncho</p>	 <p>Family Plan</p>	 <p>Hurricanes</p>	 <p>Emergency Food</p>	 <p>Space Blanket</p>
 <p>Wildfires</p>	 <p>First Aid Kit</p>	 <p>Zombie Free Space</p>	 <p>Chemical Hazards</p>	 <p>Alert Systems</p>
 <p>Pet Preparedness Kit</p>	 <p>Personal Hygiene Items</p>	 <p>Federal Emergency Management Agency</p>	 <p>Food Storage</p>	 <p>Shelter in Place</p>
 <p>Bottled Water</p>	 <p>Emergency Cash</p>	 <p>Emergency Volunteers</p>	 <p>Escape Route</p>	 <p>Whistle</p>

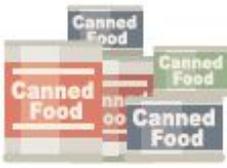
Preparedness Bingo

Card Six

 <p>Pocket Knife</p>	 <p>Backpack</p>	 <p>Alert Systems</p>	 <p>Natural Hazards</p>	 <p>Hurricanes</p>
 <p>Emergency Volunteers</p>	 <p>Bottled Water</p>	 <p>Poncho</p>	 <p>Wildfires</p>	 <p>Personal Hygiene Items</p>
 <p>Flashlight</p>	 <p>Shelter in Place</p>	 <p>Zombie Free Space</p>	 <p>First Aid Kit</p>	 <p>Teddy Bear</p>
 <p>American Red Cross</p>	 <p>Earthquake</p>	 <p>Community Emergency Response Team</p>	 <p>Escape Route</p>	 <p>Food Storage</p>
 <p>Family Communication Plan</p>	 <p>Pet Preparedness Kit</p>	 <p>Books & Games</p>	 <p>Emergency Contact Information</p>	 <p>72 Hour Kit</p>

Preparedness Bingo

Card Seven

 <p>Escape Route</p>	 <p>Earthquake</p>	 <p>Emergency Contact Information</p>	 <p>Family Plan</p>	 <p>Floods</p>
 <p>Emergency Food</p>	 <p>Shelter in Place</p>	 <p>Flashlight</p>	 <p>Personal Hygiene Items</p>	 <p>Space Blanket</p>
 <p>Chemical Hazards</p>	 <p>72 Hour Kit</p>	 <p>Zombie Free Space</p>	 <p>American Red Cross</p>	 <p>Books & Games</p>
 <p>Pet Preparedness Kit</p>	 <p>Alert Systems</p>	 <p>Food Storage</p>	 <p>Pocket Knife</p>	 <p>Family Communication Plan</p>
 <p>Natural Hazards</p>	 <p>Hurricanes</p>	 <p>Emergency Volunteers</p>	 <p>Bottled Water</p>	 <p>Poncho</p>

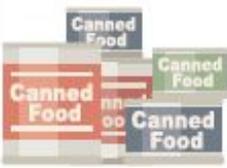
Preparedness Bingo

Card Eight

 <p>Teddy Bear</p>	 <p>First Aid Kit</p>	 <p>Floods</p>	 <p>Emergency Food</p>	 <p>Shelter in Place</p>
<p>CERT</p> <p>Community Emergency Response Team</p>	 <p>Flashlight</p>	 <p>Terrorism</p>	 <p>Extra clothes, coat, socks</p>	 <p>Space Blanket</p>
 <p>Personal Hygiene Items</p>	 <p>Wildfires</p>	 <p>Zombie Free Space</p>	 <p>Chemical Hazards</p>	 <p>72 Hour Kit</p>
 <p>Bottled Water</p>	 <p>Emergency Volunteers</p>	 <p>American Red Cross</p>	 <p>Books & Games</p>	 <p>Pet Preparedness Kit</p>
 <p>Hurricanes</p>	 <p>Natural Hazards</p>	 <p>Family Communication Plan</p>	 <p>Alert Systems</p>	 <p>Food Storage</p>

Preparedness Bingo

Card Nine

 <p>Personal Hygiene Items</p>	 <p>Space Blanket</p>	 <p>Wildfires</p>	 <p>Chemical Hazards</p>	 <p>Poncho</p>
 <p>72 Hour Kit</p>	 <p>Bottled Water</p>	 <p>American Red Cross</p>	 <p>Emergency Volunteers</p>	 <p>Books & Games</p>
 <p>Hurricanes</p>	 <p>Pet Preparedness Kit</p>	 <p>Zombie Free Space</p>	 <p>Natural Hazards</p>	 <p>Alert Systems</p>
 <p>Family Communication Plan</p>	 <p>Backpack</p>	 <p>Food Storage</p>	 <p>Pocket Knife</p>	 <p>Whistle</p>
 <p>Family Plan</p>	 <p>Teddy Bear</p>	 <p>Floods</p>	 <p>First Aid Kit</p>	 <p>Emergency Food</p>

Preparedness Bingo

Card Ten

 Terrorism	 Flashlight	 Extra clothes, coat, socks	 Shelter in Place	 Community Emergency Response Team
 Emergency Food	 First Aid Kit	 Floods	 Teddy Bear	 Family Plan
 Whistle	 Emergency Contact Information	 Zombie Free Space	 Emergency Cash	 Earthquake
 FEMA Federal Emergency Management Agency	 Escape Route	 Pocket Knife	 Alert Systems	 Pet Preparedness Kit
 Books & Games	 American Red Cross	 Bottled Water	 Space Blanket	 Wildfires

Mini Book Review



Title _____

Author _____

Rate the book by stars (the more you fill in, the better the book).



Circle words that describe this book:

- | | | |
|-----------------|---------------------|---------------------|
| <i>Exciting</i> | <i>Surprising</i> | <i>Scary</i> |
| <i>Boring</i> | <i>Inspiring</i> | <i>Confusing</i> |
| <i>Funny</i> | <i>Interesting</i> | <i>Entertaining</i> |
| <i>Sad</i> | <i>Heartwarming</i> | <i>Educational</i> |

One sentence summary:

What was your favorite part of this book? _____

Reviewer's Name _____ Date _____

Mini Book Review



Title _____

Author _____

Rate the book by stars (the more you fill in, the better the book).



Circle words that describe this book:

- | | | |
|-----------------|---------------------|---------------------|
| <i>Exciting</i> | <i>Surprising</i> | <i>Scary</i> |
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| <i>Funny</i> | <i>Interesting</i> | <i>Entertaining</i> |
| <i>Sad</i> | <i>Heartwarming</i> | <i>Educational</i> |

One sentence summary:

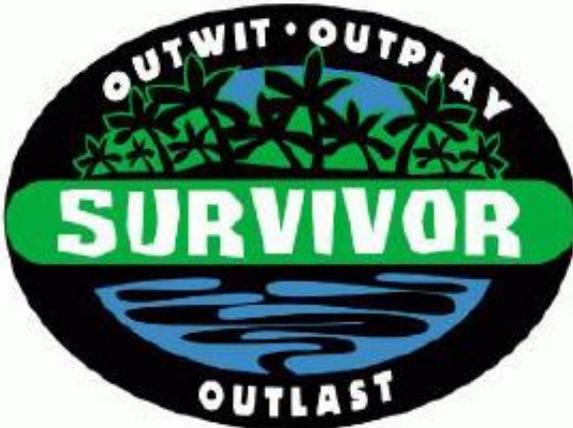
What was your favorite part of this book? _____

Reviewer's Name _____ Date _____

SURVIVOR: OUTWIT, OUTPLAY, OUTLAST

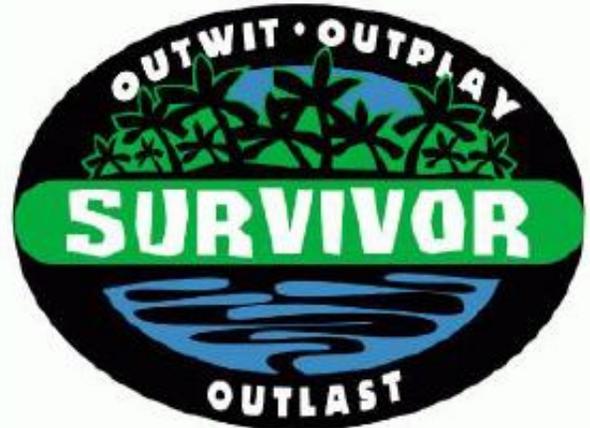
- **Bamboo Relay** - Be the first to move through the obstacle course without dropping your marble.
 - **You will need:** 1 ½" or larger PVC pipe in 4 ft sections (or something similar); one piece per team; marbles
 - **To play:** Place the marble inside the pipe with two teammates holding opposite ends with only one hand. Make your way through the obstacle course. If your marble drops out of the pipe during the relay, pick it up and start again. *For individual play: hold the pipe/tube with one hand in the center and work your way through the obstacle course.*
- **Island Flip** - Be the first team to flip their island (shower curtain) over first.
 - **You will need:** A shower curtain for each team
 - **To play:** All team members must stand on the island and then try and flip it over without stepping off the island. If a player steps off the island they have to start again.
- **Coconut Relay** - To be the first team to herd 3 "coconuts" at the same time around an obstacle course using a pool noodle.
 - **You will need:** Ping Pong balls or something similar (coconuts), and a pool noodle for each team.
 - **To play:** One person from each team will try to move 3 coconuts through an obstacle course using a pool noodle. As soon as one teammate successfully completes the obstacle course, the next teammate can begin. The first team with all players across successfully wins. *TIP:* the ping pong balls can be colored with permanent markers to keep track of what belongs to what team.
- **Hula Circle Relay** - To be the first team to move the hula hoop around their circle twice without letting go of each others hands.
 - **You will need:** A hula hoop for each team
 - **To play:** Each team forms a large circle and holds hands. On "GO" each team is given a hula hoop and they must break hands to put it on the first person's arm, then not let go of their hands again during the game. The team should find a way to move the hula hoop around their circle. If the team breaks hands during the relay, they must start again.

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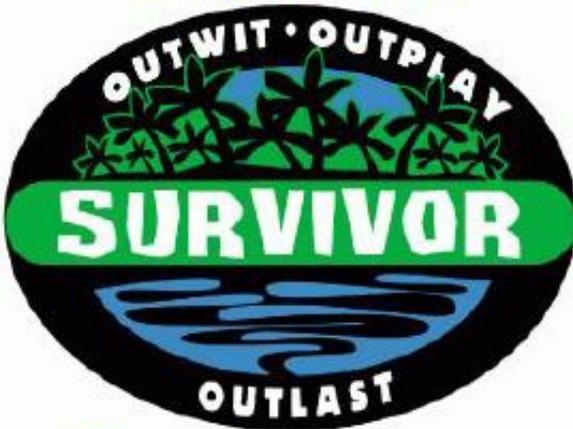
CHAMPION

I AM A



CHAMPION

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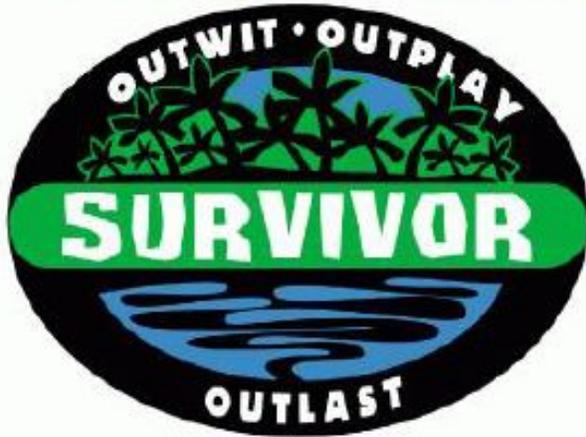
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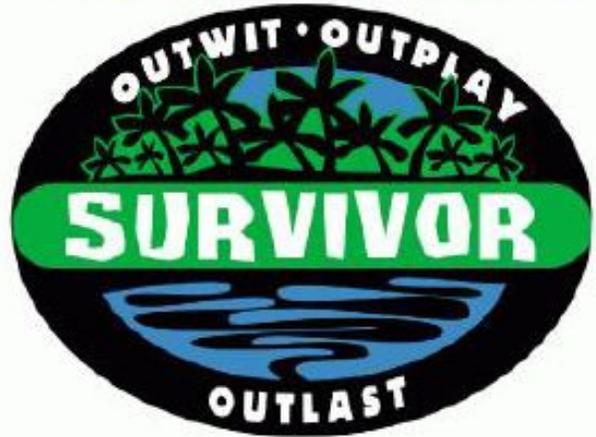


CHAMPION

I SURVIVED



I SURVIVED



I SURVIVED



I SURVIVED

