

BOOK 19



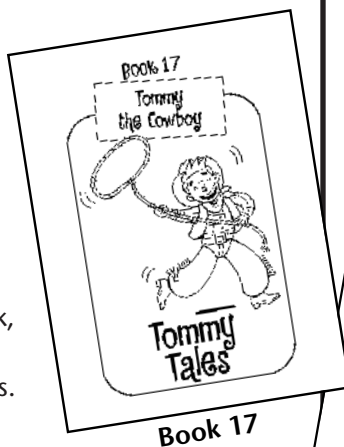
Tommy Goes to Blueland



Tommy Tales

THE STORY SO FAR . . .

In the last **Tommy Tales** adventure, Tommy and his friends met at the park dressed in Halloween costumes. When two school bullies tackled Tommy, RK-5 fell out of his pocket. One of the bullies picked up RK-5, and in the ensuing tug-of-war to get him back, Tommy, Lucy, and the bullies were transported back to the early 1800s. Lucy and one of the bullies were captured to be sold as slaves, and Tommy had to do some quick and creative thinking (with RK-5's help, of course) to rescue the children and teach the townspeople a lesson about freedom.



Book 17



Book 18

Guide for Teachers and Parents

Book 19: Tommy Goes to Blueland

This is the nineteenth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing free of charge. A new book in this series will be published regularly.

These books are written to a second- or third-grade reading level, but children in pre-kindergarten through first grade will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teaching Notes for Book 1, *The School Lunch Room*, for directions on how to make the book. If you download and copy the pages in advance, students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. As students color, initiate a discussion on what the title could mean and what the next adventure might be.

Before starting to read *Tommy Goes to Blueland*, share with the class that this book is one in a series and that this story is part of a much longer one.

Planning with Ewe Books

As you begin your planning for the year, you can depend on **Learning Page** and this delightful serial story to add variety and fun to your reading routines. New books are added regularly, and accompanying teachers' materials and **Fun Sheets**

supplement your other classroom activities and curricula.

Preparing for Reading

In the last **Tommy Tales** story, Tommy and his friends went back in time to the early 1800s.

Tommy Goes to Blueland is a brand new **Tommy Tales** adventure, which will continue in the book that follows. Ask students to imagine what an adventure in Blueland might be about. Then ask them to share any speculations they might have about this new story based on the cover image.

Reading Guide

You may structure the reading time in many ways. Check out page 2 of any previous **Tommy Tales** Teaching Notes for ideas.

Constellations

Any child who gazes up at the sky undoubtedly plays “connect the dots” and forms a picture. Human beings have done this throughout history, and we have a sky full of constellations named by cultures all over the world. A star map can be a wonderful addition to the classroom. Students can identify easy-to-recognize constellations, such as the Big and Little Dipper, Orion, and the Milky Way. Ask students if they are familiar with any other shapes in the night sky.

Constellations are often accompanied by myths explaining their origin. Some of the most common myths involve the Big and Little Dipper (Ursus Major and Minor, also called the two bears). Introduce students to the Greek mythic tradition of gods and goddesses interacting with people, and explain that these gods and goddesses were flawed, like human beings. The Greek myth about Ursus Major and Minor tells of a boy whose mother disappeared when he was very small. As the boy grew, he became a great hunter. In the woods near his village lived a mysterious white bear that many hunters had chased without success. The boy decided to hunt the white bear. He crept up to a pool where the bear drank, and just as he was about to shoot, the bear called out to him. The bear was actually his mother, who had been transformed by a goddess jealous of her beauty. The gods took pity on the two. They transformed the son into a white bear as well, and then sent both of them to live together in the stars.

The Native Americans also tell of hunters who chased a great bear through the spring

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Tommy met his friends at the park after school. It was early evening, but it was already dark. It became dark early during those short winter days. The sky was clear, and many stars were shining brightly.

“I wonder which star RK-5 comes from,” said Lucy as she looked up at the sky.

“I come from none of those stars,” said a voice from Tommy’s pocket.

Tommy carefully pulled his little robot friend from his pocket.

“Well, which star do you come from?” asked Tommy.



and summer. Finally in the fall, the hunters shot the bear. His blood spilled over the landscape, staining the autumn leaves red. Then, as bears do, he crawled beneath the earth and returned again in the spring.

Tell students that myths often explain natural phenomena. This myth explains the hibernation of bears, the changing of autumn leaves, and the disappearance of the Big Dipper below the horizon during the North American winter.

Writing Activity

After students become familiar with constellation myths, have them write their own. They can use a star map or the night sky to pick out or invent their own constellations. They should identify their shapes and write brief stories explaining their origin. What natural event led to the constellation? How did the shape come to be made of stars in the sky? Encourage them to use their imaginations to the fullest!

"I come from a planet called Gendroz. You can't see it from Earth. It's too far away," explained RK-5.

"Can you take us to Gendroz?" asked Andy.

"I cannot take you to Gendroz. My powers are not strong enough to take you that far. I can take you to a closer star, if you'd like," said RK-5.

"Oh, yes, that would be cool. We'd be space travelers," said Sam.

"Pick a star you can see, and I will take you there," said RK-5.



Play the Planets

Introduce students to the planets of the solar system, including the sun. Have students name the planets and their order in relation to the sun. Then students can participate in a fun activity that will impress them with the size of our solar system.

You'll need a very large space, probably outside, and a very long measuring tape or a way to mark distances up to 100 feet. Assign students to play each of the nine planets, the sun, and the closest star to Earth, Alpha Centauri. The sun stands at one end of the open space. The nearest planet to the sun, Mercury, stands 1 foot away. Venus stands 2 feet from the sun, Earth 2.5 feet away, Mars 4 feet away, Jupiter 13 feet away, Saturn 24 feet away, Uranus 49.5 feet away, Neptune 77 feet away, and Pluto 102 feet away. It's already a long way from the sun to Pluto. If Alpha Centauri were to stand proportionally far away, he or she would have to go 702,171 feet, or 133 miles. We don't recommend sending the student that far! You may want to name a familiar town or landmark that is about that distance away.

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Space Travel

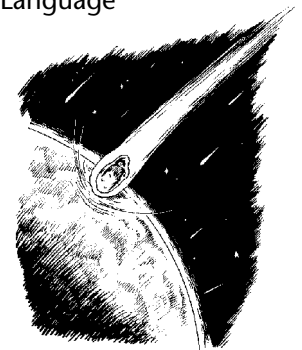
Unfortunately, real space travel isn't nearly as easy as it is with RK-5. Nonetheless, students are fascinated by space exploration. Introduce students to the basic history of space travel: Sputnik, the first human-made object in space on Oct. 4, 1957; the first person in space (Soviet Yuri Gagarin) on April 12, 1961; and Neil Armstrong and Buzz Aldrin's historic walk on the moon on July 20, 1969. Though students may consider the moon landing a simple fact of history, remind them that the moon is 240,000 miles from Earth. Ask students to imagine being on a car trip for two solid days. How far away would they end up? Then ask students to imagine the car traveling up to 24,000 miles an hour. They would still need to travel for two days to get to the moon.

The Martian rover Pathfinder, which looks like a remote-control car, took seven months to travel to Mars, landing on July 4, 1997. Pioneer 10, an exploring satellite, was launched in 1972. It didn't pass Pluto, the last planet in the solar system, until 1983, over 10 years later. The nearest star to Earth, Alpha Centauri, is over four light-years from Earth. Explain that a light-year is actually a measurement of distance, not time. It is the distance that light travels in a full year. Then let them know that light travels about 186,000 miles per second.

Learning Page Space Unit

Check out Learning Page's materials on the topic of space! When completed, the Space Unit will have:

- 280 Funsheets:
 - 40 Fundamentals (preschool)
 - 20 each for K-3 Math
 - 20 each for K-3 Science
 - 20 each for K-3 Language
- 25 Fact Files
- Cut Outs
- Teaching Notes
- Lesson Plans
- Recommended Reading



Space Suits

Students—in fact, most people—are often surprised by the amount of equipment required to put a person safely into open space. Use **Tommy Tales Fact File 22** to label the parts of the suit and explain their purposes.

Outer Coating The suit's white coating is made of Teflon, which students can find on their frying pans at home. Teflon prevents tears. The white color reflects sunlight and keeps the astronaut cool. Flexible yet tough gloves allow people to work in space.

Insulation Explain that space is extremely cold, down to -280°F . Underneath the outer layer of the space suit are five full layers of warming insulation. Tell students that insulation is anything that prevents or inhibits a change in temperature.

Temperature Control Beneath the insulation is a web of tiny tubes with water running through them. A temperature control in the astronaut's backpack, or life support unit, warms or cools the water, keeping the astronaut at a comfortable temperature.

Pressure Explain that there is no air in space, which is what we call a vacuum. Also explain that even though we don't normally feel it, the air around us has weight, and that weight pushes down on us all the time. The weight of air is called air pressure, and our bodies are accustomed to normal air pressure. The inner layer of the space suit is filled with pressurized air, which recreates the air pressure of Earth.

Helmet An astronaut's helmet has a visor with heavy gold filters to protect him or her from the sun. Tell students that the air around us actually filters much of the sun's strongest rays. Without the filter, an astronaut would get painful sunburns very quickly, and the sunlight could be blinding.

Life Support Pack The suit's bulky pack holds everything the astronaut needs to survive. It has oxygen for breathing and filters to remove the carbon dioxide that the astronaut breathes out. It also has a radio and a small computer. The display for the computer is on the

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Tommy pointed to a star in the western sky. "What about that one?" he said.

RK-5 looked up at the star. He made some calculations and told Tommy which numbers to press on his number pad.

"Oh, dear! I think this is going to be dangerous," said Kim. "Won't we need space suits?"

"No space suits are needed to go to Sketty," said RK-5, as Tommy pressed on his number pad.

There was a flash of light and a cloud of blue smoke. The five friends, along with their dog and monkey, were on their way to the planet Sketty.

astronaut's chest. But since the astronaut can't read it from inside the space suit, it is printed backward, and the astronaut reads it from a mirror on his or her forearm. You can have students demonstrate this. You or a student can write a brief message in backward mirror-writing and tape it to a student's chest. Give the student a mirror and have him or her read the message.

Animals in Space

Taffy and Bongo would not be the first of their kind in space. Tell students about Laika, the first living creature in space. She was a dog launched by the Soviets on Nov. 3, 1957. The United States launched Gordo, a squirrel monkey, in 1958, and in 1961, a chimp named Ham followed him.

Within seconds, the friends had arrived on Sketty. They looked around, and the first thing they noticed was that everything was blue.

The grass was blue, the trees were blue, the birds were blue, and the sheep were blue. Everything they saw was a shade of blue.

"There's a road over there," said Tommy.
 "Let's see where it leads."

They ran to the road. It was a wide, blue brick road. After walking for a while, they saw a sign that said BIG TOWN – 5,000 paces.



Color (1)

"What makes the sky blue?" is every child's eternal question. Colors come from light. Sunlight looks white, but it actually contains all the colors of the rainbow. Demonstrate this using a prism, which bends light so that the colors separate. Rainbows in nature do the same thing using water droplets instead of glass. When white light hits an object, the object absorbs some of the light and reflects some of it back. The color the object reflects is the color we see. White objects reflect all the light, while black objects reflect none of it. You can demonstrate this by putting two pieces of fabric or paper, one white, one black, in the sunshine. After a few minutes, students can touch the pieces and feel the temperature difference. The heat from the sunlight will bounce off the white paper but soak into the black paper.

The sky is blue because the atmosphere absorbs every color except blue. Ask students to explain why the objects on Sketty are blue. What color do they reflect?

The Color Wheel (2)

Explain to students that every color in the world can be made from three colors: blue, red, and yellow, which are called primary colors. (Black and white are "shading" colors that make colors lighter or darker but do not create new hues.) Orange is composed of red and yellow. Purple, or violet, comes from red and blue. Green is made of blue and yellow. These mixes are called secondary colors. Browns and grays are a mixture of all three primary colors.

Students can learn about colors using **Tommy Tales Fact File 023, The Color Wheel**. The colors progress from red to orange to yellow to green to blue to purple and back to red again.

- Have students color in the color wheel. Ask them what color is opposite blue. Ask what is opposite yellow. Tell them that these "opposites" are called complementary colors.
- Using poster paint or watercolors, ask students to see what happens when they put complementary colors very close to one another. These colors tend to look brighter close to each other than they do alone. Then have students mix the complementary colors together. What color do they get?
- Have students make their own color wheel on a separate piece of paper and color it in by blending the colors from one to the other. This will give them a sense of the tertiary colors (the colors between the six main colors, such as blue-green and yellow-orange).
- Have students color a big square with a color from the color wheel. Have them stare at it for a minute and then look at a plain white sheet of paper. What color do they see?

This is called an afterimage effect. After you stare at a color for long enough, the cells in your eyes that see that particular color become tired and briefly stop working. Then when you look at a white object, your eyes see every color except the one they're tired of seeing. For example, if you've been staring at red, the afterimage you see on the white paper will be green.

Imaginary Animals

Sketty is populated by blue sheep and blue six-legged horse-camels. Ask students what sound a blue six-legged horse-camel might make. Does it move differently because it has six legs?

As a fun classroom activity, have students invent their own imaginary animals. Encourage student creativity by asking questions about their animals. How big is it? What color is it? How does it move? Does it have wings or fins? How many eyes does it have? What sound does it make?

The animals can be modifications of familiar animals, such as blue six-legged horse-camels, or they can be entirely fanciful. Encourage students to invent silly names for their animals. Have them draw and color pictures of their animals. They can write some facts about the animals under the pictures, such as their names, what they eat, where they live, and how they move.

Have each student make the sound that his or her animal makes. Does it screech, twitter, bellow, grunt, or howl? Do its feet make squishy noises when it walks? You may be tempted to create an imaginary animal yourself!

More on Animals

Use **Fun Sheet 014** to give students practice with comparing and contrasting. In this case, they learn about the similarities and differences between horses and camels. In *Tommy Goes to Blueland*, both of these animals are merged into one, but in real life things are noticeably different!

Name _____

Compare and Contrast

Tommy Goes to Blueland has animals that look like they are half horse and half camel. In the chart below, list some things that are the same about these animals (comparisons) and some things that are different (contrasts). Use library books or the Web if needed.

	horses	camels
same	both are mammals	
different	no hump	hump

Fun Sheet 014

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"We're on our way to Big Town," said Andy cheerfully.

They had only walked another twenty paces when they heard a loud noise behind them. Before they could even turn around, they were surrounded by five soldiers. The blue soldiers were riding what seemed to be half horses and half camels. But these animals were blue and had six legs.

"Who are you, and what business do you have in Blueland?" shouted one of the soldiers.



Crossword Puzzle

The crossword puzzle for *Tommy Goes to Blueland* (Fun Sheet 017) includes many details from this *Tommy Tales* story. Reading the puzzle clues gives students the opportunity to think verbally as well as visually, which helps to reinforce their knowledge. The crossword puzzle also reinforces comprehension of the story.

Name _____

CROSSWORD PUZZLE:
TOMMY GOES TO BLUELAND

ACROSS

- Everyone in the town looked _____.
- The name of the country where this adventure takes place.
- The name of the planet where the adventure takes place.
- The name of the planet where Rick S. comes from.
- Who captured the children?

DOWN

- Andy used the key to _____ the door of the wall.
- The person in charge of the palace (2 words).
- Calculated (math that is not in your head) (5 letters).
- The main character in the story.
- _____ asked the children what they were sent by yellow-bellies or _____.
- There were three tall _____ in the center of the town.
- When the children were captured, their _____ were taken.

Fun Sheet 017

"We're from Earth. We're just visiting,"
stammered Tommy.

"Non-blue beings are not allowed in
Blueland," said the soldier. "You are the
strangest creatures I have ever seen. You
are all arrested and must appear before
our leader, His Blueness."

The soldiers tied the children's hands.
Then they rode with the children toward
the town.



Prejudice

Prejudice is a delicate subject, but one that is unavoidable in our diverse society. To the inhabitants of Sketty, Tommy and his friends look strange. They might be considered aliens, or visitors from another place.

Explain to students that people from different parts of the world look, speak, and act differently. The people of Sketty consider Tommy and his friends criminals because unlike them, they are not blue. Students will sympathize with Tommy and the gang; they are not wrong simply for not being blue. Extend their sympathy to apply to people from different parts of the world who may feel unwelcome when they travel to a new place.

Introduce students to the idea that people who leave one country to live in another are called immigrants. Many immigrants come to the United States and Canada from all over the world. Explain that almost all the citizens of these two countries were once immigrants; other than Native Americans, every American nationality and ethnic group originated elsewhere. Despite their common immigrant origins, many citizens of the United States sought, and continue to seek, restrictions on immigration, especially when immigrants look, speak, or act differently than they do.

Explain to students that nations often aim to curtail immigration to cut down on population expansion and to preserve resources. However, when immigration restrictions target specific ethnic, national, or religious groups, cultural prejudice is generally the motivating factor. While steps have been taken to minimize this sort of prejudice in the U.S., the singling out of ethnic and national groups continues today. Recent fears about terrorism have resulted in a U.S. law requiring all male temporary visitors from certain Middle Eastern and Muslim nations to register with the federal government. Explain to students that while there are very valid reasons to limit immigration and track those who visit a country, fear of and prejudice against those who are different are not valid reasons.

Word Find

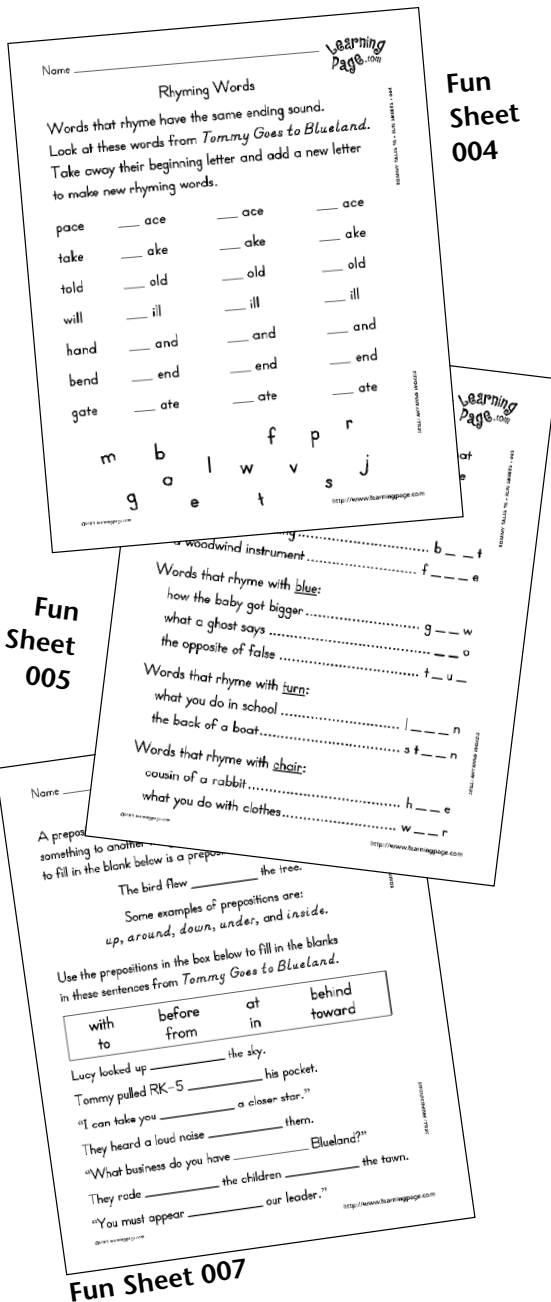
Use **Fun Sheet 009** to give students practice with the skill of recombining letters to form new words. This task helps strengthen spelling skills and encourages an imaginative approach to problem solving.

Fun Sheet 009

Language Skills

The teaching materials that accompany every **Tommy Tales** story provide a wealth of opportunities to practice language skills. Some of the **Fun Sheets** associated with *Tommy Goes to Blueland* are designed to strengthen students' language skills, including:

- **Fun Sheets 004** and **005** for practice with rhyming
- **Fun Sheet 006** for practice with past, present, and future
- **Fun Sheet 007** for practice with prepositions



After about ten minutes, they turned a bend and saw the town in the distance. It was a magnificent sight. All the buildings were shiny blue. There were three tall towers in the center of the town. The towers were part of the palace of His Blueness. This is where they were headed.

When they reached the town, the blue townspeople stared at them and pointed. Small blue children ran after them but couldn't keep up. The animals were galloping quickly through the town.

Midway Comprehension Check

Pages 8-9

- How did the children end up going on a space adventure?
- Why didn't RK-5 take the children to his home planet?
- What was the first thing the children noticed when they arrived on the planet Sketty?
- How did it happen that the children got captured? What did they do to call attention to themselves? Did they break a law?
- Where were the soldiers taking the children, and why?
- Why did the townspeople stare at the children?

The gates of the palace opened as they approached. The animals galloped through the gate. The lead soldier yelled to the gatekeepers, "Captured spies to appear before His Blueness!"

The gates slammed shut behind them.



Castles

Students usually think of castles as part of the realm of fantasy inhabited by knights and wizards. Explain to students that castles, palaces, and the princesses and knights who occupied them really existed. Castles and palaces both house royalty and nobles; palaces are residences such as houses or mansions, while castles also serve as fortresses for defense.

Many of the familiar features of castles were originally made for defense in a war or siege. You might want to show students photos or diagrams of castles and point out the major features. The thick outer walls, sometimes as thick as 10 feet, protected the castle from attack. The notched tops of the wall provided places for archers to shoot and hide. The moat, a ditch often filled with water, deterred attackers. Turrets, or towers sprouting from the walls, were used as watchtowers, and their narrow windows allowed archers to shoot while still protected.

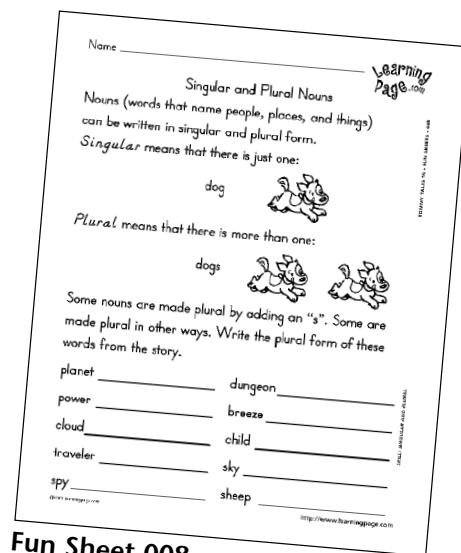
Castles usually had an outer wall, inner wall, and a central room or house called the keep. The nobles or lords lived in the keep, which also served as the final retreat if attackers breached the outer and inner walls. The keep often had a great hall where the nobles would entertain. Cellars were used to store food and wine, while a dungeon held prisoners.

Internet or library research can turn up photos or books about castles. Most castles are in Europe. Some, such as Germany's Neuschwanstein (noy-SCHVAN-stine), the model for Disney's "Sleeping Beauty" castle, have been preserved, while others are ruins. Students can find pictures of castles and investigate their histories, including who built them and how and when they changed hands during battles.

More Language Skills

Here are more **Fun Sheets** for *Tommy Goes to Blueland* to strengthen students' language skills.

- **Fun Sheet 008** for practice with singular and plural
- **Fun Sheet 010** for practice with punctuating dialogue
- **Fun Sheet 011** for practice with kinds of sentences
- **Fun Sheet 012** for practice with silent letters



Fun Sheet 008

I Got the Blues

All the citizens of Blueland seem unhappy—could it be because they have “the blues”? Students may wonder where the term “the blues” came from. Why is it, in fact, that we associate certain colors with certain emotions?

Using students’ completed color wheels (**Tommy Tales Fact File 023**), show students how to divide colors into “warm” and “cool” colors. Warm includes reds, yellows, and oranges, while cool includes blues, greens, and violets. Ask students why they think colors can be divided by these temperature categories. They may respond that the colors simply “feel” a certain temperature.

Many color associations—those that scientists have found to be fairly universal from culture to culture—come from nature. Reds, yellows, and oranges are most often found in fire or sunlight. Therefore, we classify those colors as warm. Blues are mostly associated with water and the sky, things that often seem cool to the touch. We almost always associate warmth and fire with good feelings—with home, food, and love. Coolness, such as the vast ocean or sky, tends to be associated with loneliness and lack of shelter. This is why the color blue is often associated with a sad mood. Sometimes, though, that spaciousness is associated more positively with tranquility and peace. Other colors have nature-oriented associations as well. Green suggests vegetation and fertile soil, things that signify food, shade, and beauty. Brown is most associated with the color of soil. When describing brown, people will often think of it as basic, earthy, sturdy, and simple. Violet and purple are some of the rarest colors in nature, only occurring in a few flowers, berries, shells, and other small forms. Throughout history, people have thought of purple as rare and intense.

While some of our color associations have traceable origins, others are more arbitrary. Many cultures wouldn’t think of using black as a mourning color; they use white instead. In the past, pink would never be associated with girls or blue with boys; as a form of red, people once thought pink was “too strong” and “hot” a color for supposedly cool, composed girls. Challenge students to examine the color associations they use in their daily lives. Do they think the associations are “natural” or cultural?

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His Blueness sat on a huge chair. The chair was on a platform in the middle of the room. His Blueness looked unhappy. In fact, everyone in Blueland looked unhappy.

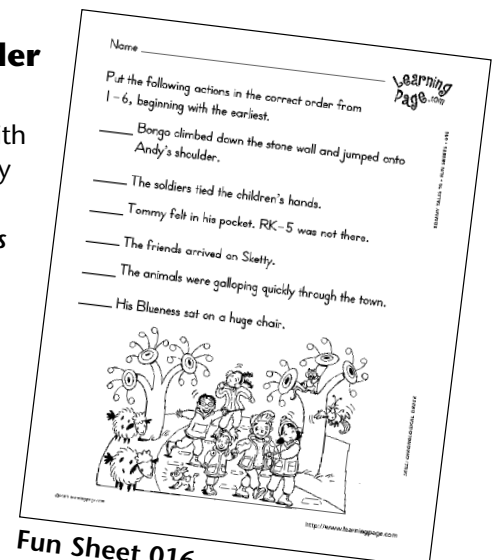
“What do we have here?” asked the ruler of Blueland.

“We found these spies outside of town,” answered one of the soldiers.

“We’re not spies,” shouted Tommy. “We’ve done nothing wrong.”

Chronological Order

Use **Fun Sheet 016** to give students practice with chronological order. They are asked to put various events from *Tommy Goes to Blueland* in the order in which they occurred in the story.

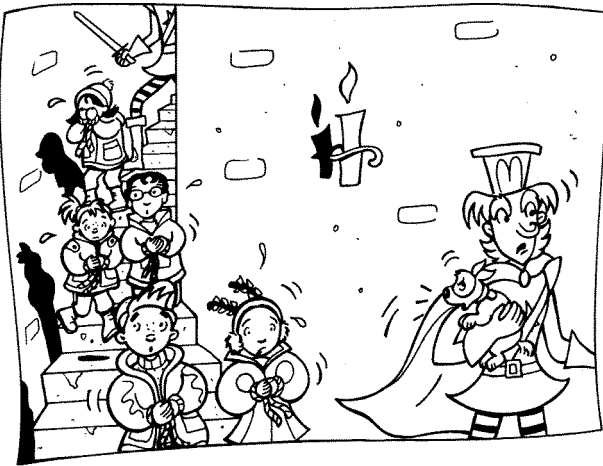


Fun Sheet 016

"You're not blue," said His Blueness. "It's against the law to be in Blueland if you are not blue. Who sent you? Was it those nasty yellow-bellies? Or was it those evil red-heads? Lock them up in the dungeon!" ordered His Blueness.

Before Tommy could answer, the soldiers grabbed the five friends and their dog and led them away.

The soldiers took the frightened children through a big blue gate and down some steep stone stairs.



Due Process (1)

The children's imprisonment is an excellent opportunity to teach students about due process and the rights of citizens. Unlike Blueland, free nations do not allow people to be imprisoned without a good cause. Explain that under some systems of government, such as the royal rule of Blueland or totalitarian regimes, people can be thrown in jail for doing or saying something the government doesn't like. The government does not need evidence or a trial to put a person in prison. But in most free nations, certain steps—called due process—must be taken before a person can be punished for a crime.

The constitutions of many nations guarantee rights to people accused of a crime. Students may initially react negatively to the idea of "protecting criminals." Explain that these protections help innocent people and prevent imprisonment without reason. First, a person must be formally accused of a crime and informed of what he or she is accused. Second, most nations require that a person go through a trial in which a judge or jury listens to evidence both for and against the possibility that the person committed the crime. The judge or jury then weighs the evidence and makes a decision. Explain to students that it is very important that judges and juries be impartial—that they not have opinions about the crime or the person accused before hearing the evidence. Most free nations also guarantee a person the right to a lawyer, who will gather, organize, and present evidence in a professional manner. Lawyers also know the rights of the accused and make sure those rights are preserved at trial. Once a person has been acquitted of a crime, he or she usually cannot be tried for that crime again. Explain that this right protects people from facing trial after trial until an authority gets the verdict it wants. If a person is convicted of a crime, most nations have rules regulating how harshly that person can be punished. Most free nations do not allow corporal (physical) punishment such as beating or torture. Jail times are limited according to the severity of the crime.

Due Process (2)—Hold a Mock Trial

Children can explore the practical application of due process by holding a mock trial. You may find a famous legal case to use in the classroom, or you can invent your own silly trial, such as, "Did Robin steal the cookies during recess?" Assign students roles of the accused, the attorneys, the judge, and jury members. Give both sides of the trial ample access to the evidence, and explain that this access is also a right guaranteed to the accused. Allow students to act out the trial. Many young students will naturally be tempted by some pitfalls, such as being partial to their friends, lying, or using authority overenthusiastically. Use opportunities to point out and explain the potential flaws of the system as they arise.

More Language Skills

Here are still more **Fun Sheets** for *Tommy Goes to BlueLand* to strengthen students' language skills.

- **Fun Sheet 013** for practice with alphabetical order
- **Fun Sheet 015** for practice with alliteration
- **Fun Sheet 018** for practice with long and short vowels

Fun Sheet 013

Name _____

Put the following words from the story in ABC order.

unlocked

star

monkey

dungeon

Gendroz

towers

sky

camels

space suit

cell

BlueLand

palace

Skeety

Big Town

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

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Fun Sheet 015

Name _____

Alliteration

Alliteration is the use of many words in a sentence that start with the same sound. Using the first letter of each of the words below, write a sentence that uses that word plus other words starting with the same letter. The sentences can be serious or silly. Use the back of the paper if needed.

Example:
planet: A pesky pack of pink pandas picked porcupines off of the purple planet.

dungeon: _____

star: _____

blue: _____

monkey: _____

Tommy: _____

gallop: _____

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Name _____

Vowels

A vowel can have a long sound or a short sound. Here are examples of the long and short sound for each of the vowels.

long vowels: a: shake e: easy i: nice o: hole u: cube

short vowels: a: mad e: wet i: pig o: hot u: up

Look through the pages of *Tommy Goes to BlueLand*. Find two words that use each of the long vowels and two words that use each of the short vowels. Write them on the lines below. Say them to yourself to hear the sounds.

long vowels

a _____

e _____

i _____

o _____

u _____

short vowels

a _____

e _____

i _____

o _____

u _____

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Fun Sheet 018

12



Tommy and his friends were locked up in a cold, damp cell. A cold breeze blew down from the single, small window. There was a small wooden bench in the corner. The floor was covered with blue straw.

"What are we going to do now?" sobbed Kim. "Can we get RK-5 to take us back?"

Tommy felt in his pocket. RK-5 was not there.

"Bad news," said Tommy. "I think RK-5 fell out of my pocket when the soldiers caught us."

Feelings

Use **Fun Sheet 019** to help students be more aware of their emotions and expand their emotions vocabulary. You may want to refer back to page 11 of the Teaching Guide for *Tommy Tales Book 11, Tommy Goes to the Caribbean*, for ideas on expanding students' feelings vocabulary.

Being comfortable with feelings helps students (and adults) adapt to life's ups and downs in healthier ways.

Name _____

Feelings

Read each statement. Then write how you would feel if this happened to you. Choose one or more of the feeling words listed at the bottom of this page. You can also write other feeling words that you know.

1. You are transported to a different planet.
2. You are a different color from everyone around you.
3. You are accused of being a spy.
4. You see animals that are half horses and half camels.
5. A monkey gets the key to open your prison door.

sad happy scared angry nervous relieved
proud excited frustrated surprised confused

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Fun Sheet 019

"Has anyone seen Bongo?" asked Andy.

"He's missing, too."

"He was climbing a tree when the soldiers came," said Lucy. "I haven't seen him since."

At that moment, a noise came from the window above them. They all looked up and saw a little face looking down at them. It was Bongo.

Bongo climbed down the stone wall and jumped onto Andy's shoulder.



Animal Language

The children often use RK-5's amazing translating ability to communicate with animals. In RK-5's absence, they had to use gesturing with Bongo.

Scientists have tried to teach many animals some form of human language. Since most animals don't have the mouth or vocal cord structure to use spoken language, many researchers have taught animals sign language or have taught them to communicate by using a keypad featuring symbols that stand for words. Apes, dolphins, and some birds have shown amazing abilities with symbolic communication.

Scientists still debate whether these animals truly use "language" by creatively using words according to an internal "grammar," or simply imitate human words. Since communication with animals often involves emotional attachment with those animals, even scientists have found it difficult to separate language from other non-language emotional expressions.

Introduce students to the most famous "language-using" animals, including Koko the gorilla. Your classroom can visit www.koko.org to watch videos and read articles about Koko's signing ability. Until very recently, Koko was accompanied by Michael, a signing male gorilla. One of the most startling results of the Gorilla Foundation's research was Michael's sign-language retelling of his capture and separation from his parents in Africa. His story gave researchers new insight into animal memory and the emotional element of animal social interaction.

Kanzi, a bonobo ape (a species very similar to chimps), is another famous language-user. He uses a symbol keypad with over 400 symbols. Unlike many animals, he was not explicitly "taught" language using food rewards. Instead, researchers held "conversations" with Kanzi using the keypad and watched as he picked up the technique on his own. Project Washoe, a chimp language project, resulted in another breakthrough: after Washoe, a female chimp, had been taught sign language, she began to teach sign language to

her adopted chimpanzee son, Loulis.

Animal Language (continued)

Like many parrots, Alex, an African gray parrot, has an impressive vocabulary of spoken words. But researchers are attempting to prove that Alex can do more than "parrot" human speech by giving Alex tests, such as placing many multicolored shapes before him and asking what color the triangle is. These tasks indicate that Alex may be "thinking," or making decisions and choices based on new information and past learning.

Learning about animal intelligence appeals strongly to children, who often already empathize with non-human creatures. Students can read about Koko in the book *Koko's Kitten*, by Dr. Francine Patterson, which tells the moving tale of the gorilla's pet.

Great Escapes

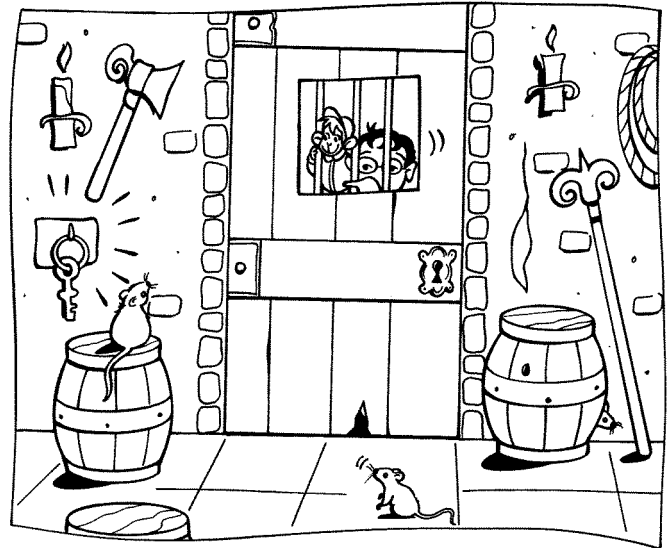
Tommy and his friends were lucky their prison wasn't too tough to break out of. The prison on Alcatraz island holds a continuing fascination for many people. Its reputation for being inescapable presents a challenge that we love to see overcome, even by scoundrels.

Students will be fascinated by the stories from this island, located in the San Francisco Bay. It was originally used as a military prison and then became a maximum-security prison for particularly unruly prisoners from other jails (no criminal was ever actually sentenced to Alcatraz; one had to "earn" one's way there through bad behavior). You can use maps of the island and the bay to point out the strengths and weaknesses of the prison. The biggest obstacle to escape was the San Francisco Bay itself, where the waters were cold and choppy, and fog frequently obscured the mainland. However, several people (mostly non-prisoners) have made the swim to the island, proving it possible.

"The Rock" did have weaknesses. Prisoners were allowed to work various jobs, including in a woodshop where they had access to files, drills, hammers, and saws. They also worked in laundry and shipping facilities, which allowed opportunities to escape inside bins and containers. While doing Army laundry, one would-be escapee stole an entire Army uniform and nonchalantly walked aboard an army ship. Once he was discovered missing from the prison, the Army quickly captured him.

Over the course of its history, 36 men tried to escape from Alcatraz. Officially, only five were not recaptured or killed in the attempt, though these five were presumed drowned in the Bay. Only one swimmer is known to have made it to the mainland, and he was found on the rocky shore nearly unconscious with hypothermia and dehydration. The most "successful" attempt was made by Frank Morris and brothers John and Clarence Anglin. Stealing drills from the shop, they widened the air vents in their cells. They fashioned realistic dummies to take their places during the lights-out count. After climbing utility pipes and jumping off the roof, they used prison-issue raincoats as life vests to assist their swim to shore. No trace of the men, other than their discarded escape equipment, was ever found.

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"Bongo, you've got to help us get out of here. Can you climb through the bars and get that key?" asked Andy, pointing to a big key hanging on the wall outside the cell.

Bongo managed to squeeze through the bars of the cell. He ran over to where the key was hanging and grabbed it with both hands. Bongo gave the key to Andy, who quickly unlocked the door of the cell.

Web Research

Fun Sheet 20 helps students develop proficiency in doing research on the World Wide Web. They have the opportunity to find the answers to many questions about celestial bodies—not Sketty, though!

Fun Sheet 20

Name _____

Web Research Learning Page

Tommy and his friends went to visit the planet Sketty in this adventure. Sketty is not a real planet, but the planets listed below are real. Using your favorite Web search engine, fill in the answers below about planets and other celestial bodies.

How long is a day on Mercury? _____

What color is Venus? _____

What is Earth made of? _____

How far is Mars from the sun? _____

How long is a year on Jupiter? _____

What are Saturn's rings made of? _____

Why is Uranus tilted? _____

What color is Neptune, and why? _____

When was Pluto discovered? _____

What is the temperature on the sun? _____

Why does the moon shine? _____

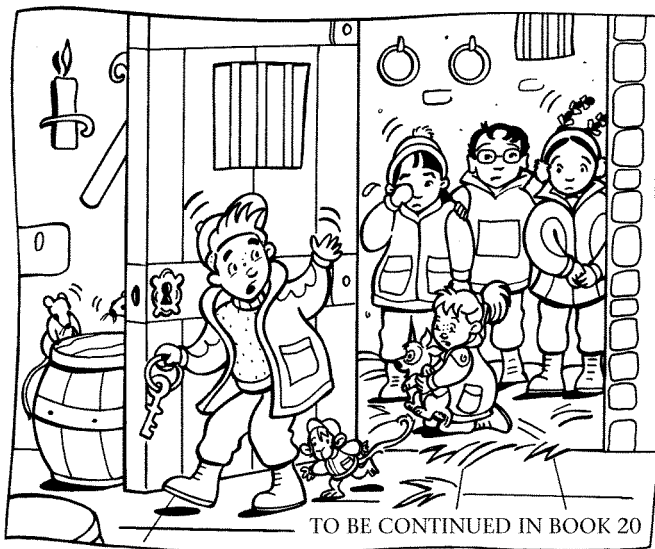
Fun Sheet 020

<http://www.learningpage.com>

"We need to make a plan," said Tommy.
 "If we all try to escape now, we'll soon be caught again. It will be best if I go with Bongo and find RK-5. I'll bring RK-5 back here. Then he can take us all back home."

They all agreed that this was the best plan.

Tommy and Bongo quietly left the cell. Tommy looked back at his friends and said, "Don't worry. I'll be back with RK-5 as soon as I can."



Relationships

This story, like the other stories in the **Tommy Tales** series, continues to reveal aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to think about right and wrong and to make wise choices in their lives. As a way of wrapping up this story, ask students to share something they have learned from this **Tommy Tales** adventure that they can use in their everyday life.

Feedback

Remind students that this is the nineteenth book in the **Tommy Tales** series. Ask, "How do you like it so far?"

Ask students to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. Email your reviews to editor1@learningpage.com for possible inclusion in future Teaching Notes.

More Feedback

Students who have followed the **Tommy Tales** stories may have ideas about adventures they would like Tommy and his friends to go on. Suggestions for future story adventures can be sent to editor1@learningpage.com along with book reviews. Imagine the excitement of a student whose idea is incorporated into a future story!

Conclusion

Ask students for their feelings and thoughts about this story. Students will naturally be curious and enthusiastic to see what happens in the next **Tommy Tales** adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.

Write a Letter to a Tommy Tales Character

After reading *Tommy Goes to Blueland*, have students write a letter to one of the characters in the story. Leave the content up to them. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

We want to hear from your students! Please email the letters to editor1@learningpage.com.

