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Guided Reading Level: K

A TEACHER'S GUIDE FOR WUMBERS

Wri¹⁰ by AMY KROUSE ROSENTHAL
Illustr⁸ed BY TOM LICHTENHELD

CRE⁸ORS OF THE NEW YORK TIMES BESTSELLER *DUCK! RABBIT!*

About the Book

What do you get when you combine a word and a number? A wumber! Paying tribute to William Steig's *C D B!*, book cre⁸ors Amy Krouse Rosenthal and Tom Lichtenheld have wri¹⁰ and illustr⁸ed this s²pendous book that is perfect ⁴ readers in kindergar¹⁰ and up.

Let's ⁴ge ahead!

Don't you just love making ⁴ts?!



About the Cre⁸ors

AMY KROUSE ROSENTHAL is known for her deliciously funny and uniquely told stories, which include *Duck! Rabbit!* and *Little Pea*. She spends her exis¹⁰ce writing books, making films, and ¹⁰ding to her family. Visit her in the st⁸ of Illinois and at whoisamy.com

TOM LICHTENHELD is known for illustr⁸ing stories that are humorous, heartfelt, and engaging, like *New York Times* bestsellers *Duck! Rabbit!* and *Goodnight, Goodnight, Construction Site*. Tom is also an author and has cre⁸ed his own books such as *E-mergency!*, an AIA Notable Children's Book. He has always loved to draw pictures and enjoys making up stories. He lives in Illinois, ². The last ¹ to his website is a ro¹⁰ egg. Visit him at tomlichtenheld.com

C D B!

Amy Krouse Rosenthal and Tom Lichtenheld have dedicated *Wumbers* to author William Steig. They state in the dedication that Steig's *CDB!* was the inspiration for *Wumbers*. *CDB!* uses letters that sound like words to tell stories through the pages of the book. Readers need to think outside the box to translate the letters into words to explain the illustrations on each page. If you get stuck, the answer key to all of the stories appears at the end. For example, one illustration shows a hen sitting contentedly on a nest of eggs. The letters accompanying the picture say "D N S 5 X" which translates into the words, "The hen has five eggs."

Locate a copy of *CDB!* and share it with students. Ask them why they think Steig's book inspired *Wumbers*. What are the similarities and what are the differences?

Text Talk

Text talk interactions are based on open-ended questions that the teacher poses during reading that ask children to consider the ideas and concepts presented in the story. After reading each double-page spread in *Wumbers*, pause and provide an opportunity for a little text talk with students.

Text talks have these components:

- Texts are selected that have some complexities for students to discuss
- Open-ended questions are interspersed that require students to explain and describe text ideas
- Follow-up questions are used to encourage students to elaborate on their initial ideas
- Illustrations are examined to discover further details that might have been missed on the initial viewing
- Background knowledge is provided and/or tapped into to increase meaning building
- Vocabulary is discussed before, during, and after the story



It's words cre^{ed}ed
with numbers!

Wumbers Word Wall

A word wall is a list of words that are related to each other in some way and posted for the class to see.

Word walls can be used to teach a language concept or new vocabulary. Generally, words are displayed in large letters on a wall and used in collective classroom exercises, but smaller printed word lists can be used for a variety of individual learning activities.

Create a word wall using wumbers from the book and pair them with the word spelled out. For example:

- cer¹0ly certainly
- appreci⁸ appreciate
- cla⁶ classics
- 4give forgive
- ca⁹ canine

Then have children generate their own wumbers and add them to the word wall along with the correctly spelled word.



What a
smart ca⁹!

Yeah, he already
knows the ba⁶!

1derful Wumbers Using the Dictionary

Provide students with their own copy of the dictionary. Have them generate a word tree by looking up words that begin with letters that could be written as numbers such as **2day, 2morrow, 2ward, or 4head, 4get, 4tunately**. Students can write down the words and then provide a definition.

This activity could also be expanded to have student write sentences using these words.

Think Hink Pinks!

Hink Pinks are riddles that use word clues to lead to a rhyming solution. If the words have only one syllable each, then they are called Hink Pinks. If the riddle uses two words that each contain two syllables then they are Hinky Pinkies! When kids create their own Hink Pinks, they are expanding their vocabulary, practicing rhyming skills, and discovering how much fun wordplay can be. This activity reinforces literacy skills by encouraging children to think creatively about language. When children create or solve a Hink Pink, they are improving their understanding of parts of speech, and developing an ability to construct rhymes—all skills that will help them write. Making up riddles also encourages them to think critically because they have to develop the problem all the way through from start to finish. Although Hink Pinks might be tricky at first, once kids get the rhythm, they'll be hooked on all the funny and nonsensical ways they can play with words.

The easiest way to create a Hink Pink using numbers is to think of words that rhyme with different numbers such as 1 sun, 8 plates, or 10 pens. List a few of these with kids first before having them generate their own. Next, make up a clue to go with the rhyme. Here are a few examples:

Q: What holds a hot dog?

A: 1 bun

Q: What is an excellent number?

A: Fine 9

Q: What is a sad number?

A: Blue 2

Count My Tr8s

Have students create a counting book identifying ten reasons why they like themselves and what makes them special. Remind students that each reason needs to incorporate the number in its explanation and that they should use one number in each sentence when possible. For example:

I like myself because I am one 1derful kid.

I scored three goals for my soccer team.

I have two parents that love me very much.

I have four pairs of new 10ies.



Numbers 5W Poetry

Invite children to work together to create a poem incorporating a sentence or sentences from *Numbers*. A 5W poem structure might be useful to use as a way to teach children to identify and focus on the five W's of a story or an event.

The structure of a 5W poem is:

- Line 1: Who
- Line 2: What
- Line 3: Where
- Line 4: When
- Line 5: Why

An example of a 5W poem using a sentence from *Numbers* might be:

- The boy
- Lies sleeping
- Next 2 his dog
- Under the moonlight
- Pure contentment

To expand this exercise, students can illustrate their poems and share with the class.

Calculating Words

Did you know that you can write words with the numbers on a calculator? Some numbers look like letters when the calculator is turned upside down. Give it a try!

Punch in 14, turn the calculator upside down and it says "hi". A few others:

- 0.7734 = hello
- 002 = zoo
- 839 = beg
- 77345993 = eggshell
- 345 = she
- 5537 = less
- 7735 = sell
- 53045 = shoes
- 0375 = sled
- 30175 = slide

Kids will realize that 0=O or D, 1=L, 2=Z, 3=E, 4=h, 5=S, 6=P, 7=L, 8=B, and 9=G. Have students create their own calculator words.



This guide was created by Cyndi Giorgis who is a Professor of Literature Education at the University of Nevada Las Vegas where she teaches courses in children's and young adult literature.



chronicle books

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