



ABOUT THE BOOK:

Amelia Bedelia and her cousin Alcolu bake pound cakes and cookies for their friend Grace who is entering a bake-off sponsored by a famous chef. Amelia and Alcolu bake pound cakes and cookies *all day* for Grace’s bakery. Exhausted, Amelia heads home to bake one more cake before she heads for bed. Planning to meet Grace the next morning at the bake-off, Amelia takes the last cake with her. But when she places her cake on a table with other cakes, she inadvertently enters the bake-off with an old family cake recipe—and wins first place!

DISCUSSION QUESTIONS:

1. What is Amelia’s attitude about helping Grace with the baking? How does Amelia incorrectly interpret Grace’s recipe for cookies?
2. How does the reader know that Amelia and Alcolu do not know what cheesecake is? How do they decorate the cakes to illustrate what they think cheesecake is?
3. Why does Amelia pinch Alcolu’s arm? How does Alcolu respond to Amelia’s pinching him?
4. What kind of cake does Amelia bake? Why does Amelia decorate her cake as a bed?

The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.

EXTENSION ACTIVITIES:

Phrases Confuse Amelia: Amelia Bedelia finds phrases with multiple meanings confusing. For example, on page 10, Mr. Rogers says, “A thousand bucks! That is a lot of dough!” Ask students to find three examples of phrases that confuse Amelia and to create a three-columned chart. Students should write down the confusing phrase in the first column, what the phrase means in the second column, and what Amelia thinks it means in the third column. Then ask students to select one of their examples to illustrate. Post the illustrations in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.4, RL.2.4, and RL.3.4; (Language): L.1.4, L.2.4, and L.3.4; L.1.5, L.2.5, and L.3.5.*

Idioms Abound: An *idiom* is a common phrase that generally means something different than the literal meaning of its words. It is idioms that Amelia finds so confusing, and her reaction to the idioms makes readers laugh. Ask students to brainstorm a list of idioms that they have heard (for example, “at the drop of a hat” or “beat around the bush”). Then ask students to select one idiom for which to (1) illustrate the literal meaning of the words and (2) write the explanation of the actual meaning of the idiom. Create a classroom book of the idioms and illustrations and display in the school library. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.4, RL.2.4, and RL.3.4; (Language): L.1.4, L.2.4, and L.3.4; L.1.5, L.2.5, and L.3.5.*

Words, Words, and More Words: As a class discuss the definitions of homonyms, homophones, and homographs: homonyms—words that have multiple meanings; homophones—words that sound alike but are spelled differently; and homographs—words that have the same spelling but different pronunciations and different meanings. Discuss the following examples and brainstorm a few other examples as a class:

Homonym: The rule is *fair* and go to the *fair*.

Homophones: Pick a *flower* and bake with *flour*.

Homographs: The house is *close* (nearby) and *close* (shut) the door.

Then ask students to work in small groups and assign each group one of the categories of words above. Have students find words in the book that fall into their assigned category and to find at least one example that is not in the book. Students should create a chart with illustrations of their often confused words. Display the charts in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.4, L.2.4, and L.3.4; L.1.5, L.2.5, and L.3.5.*

Presenting, Amelia Bedelia! Ask pairs of students to write their own Amelia Bedelia stories. Students should select a setting, such as an amusement park or sporting event, and, to get their creativity flowing, have students make a list of words and idioms that could be associated with that setting. To build their story students should identify other characters that will interact with Amelia and create a problem or conflict for their story that could be associated with the selected setting. After writing their story, students can choose one scene to illustrate. Ask student volunteers to read their story to the class. *This activity correlates to Common Core State Standards (Writing): W.1.3, W.2.3, and W.3.3, W.1.5, W.2.5, and W.3.5; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

