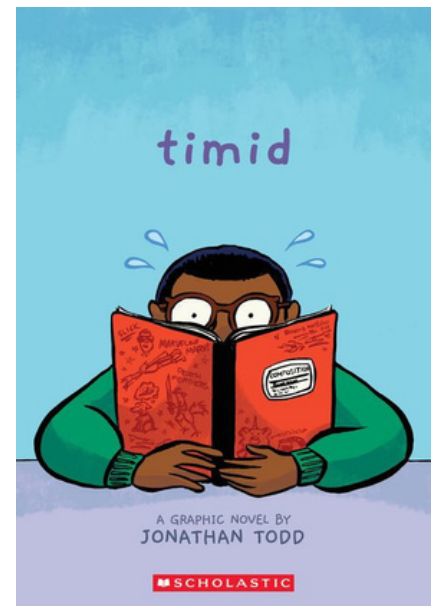




## *Timid* By Jonathan Todd

Cecil and his family just moved from Florida to Massachusetts, near Boston. Cecil is anxious about making friends because he doesn't know where he'll fit in. His older sister, Leah, thinks he should befriend the other Black kids at his new school, but Cecil isn't sure how he'd go about doing that. He wants to be known for his comics-making talent, anyway. But the few kids who are impressed by Cecil's art aren't always nice to him. When one of his drawings is misused and gets him into serious trouble, can Cecil stand up for himself and figure out who his friends are?



### Goals:

The Battle of the Books is all about making reading an exciting adventure! We want campers to dive into their books and be excited and inspired by what they read. Our goal is to be there every step of the way, showing them how to explore their reading material while keeping the fun alive and making sure they understand everything they read.



# PREPARATION

## *Timid* By Jonathan Todd

### What to tell campers:

Test your power of reading in the annual Battle of the Books!

- Read the book and prepare for battle!
- Be ready to compete against readers just like you from across the county.
- Get excited for teamwork, fun activities, and the competition of the summer with prizes to win.

### Engage:

Introduce yourself and the Battle of the Books initiative. Battle of the Books is a way to get kids excited about reading through a lively competition packed with engaging activities. Build excitement and anticipation for each day's adventure by letting campers know the theme, the exciting activities planned, why we're doing them (hint: it's all about fun and learning!), and what to look forward to on the day of the battle.

### Prizes:

A fun field trip, lunch, and the pride of knowing how well you understood the book!

This summer, Battle of the Books is ON! Enjoy a thrilling competition!

**Literacy Tip:** Build the excitement for reading by creating a special experience when handing out new books to the campers. Invite them to notice how the new books look, feel, smell, and even sound when they flip through them. Invite them to put their names on the inside cover and then find a special place, or library, in the room to keep their books.



# BOOK ACTIVITY 1

## Pre-Reading and Chapter 1

### Before Reading Chapter 1:

- Have campers examine the front cover, back cover, and flip through the book. Then, engage in a discussion centered around the following questions:
  - What is the character doing on the cover?
  - What do you think the title means?
  - How do you think the character on the cover is feeling? Why do you think this?
  - What do you notice as you flip through the book?
  - What do you think might happen in this story?
- Have the campers turn to the Dedication and read it aloud.
  - Then ask, "Why do you think the author dedicated the book to anyone who has ever felt alone?"
  - What predictions do you have now based on this dedication?
- Finally, before diving into Chapter 1, play [this short video](#) from the author and illustrator, Jonathan Todd, to help campers get excited and ready to read.

### After Reading Chapter 1:

- Engage the campers in a discussion centered around Cecil:
  - What did you notice or learn about Cecil so far?
  - Remembering the dedication of the book, what can you predict about the challenges Cecil may face?
- Ask campers to rate and share out their interest level in the book after reading the first chapter.
  - 1 – Not interested at all.
  - 2 – This seems alright.
  - 3 – I'll read it.
  - 4 – This is going to be good.
  - 5 – Let's keep reading!

**Literacy Tip:** Pre-Reading lays a foundation for reading comprehension. Never skip this essential stage when introducing new reading material.



# BOOK ACTIVITY 2

## Summarizing: Chapters 2-5

### Before Reading Chapters 2-5:

- Introduce Summarizing:
  - Summarizing is a great way to monitor comprehension. It allows campers to pull out the most important information from what they read and relay it in their own words. An effective strategy for summarization is the “SWBST” method. This can be used to summarize a section of a story or the whole story.

### After Reading Chapters 2-5:

- Encourage campers to make their own [SWBST chart](#) and answer each question. Once they answer each question, have them put their responses into the sentence frame below for a perfect summary:
  - (Somebody) \_\_\_\_\_ wanted \_\_\_\_\_, but \_\_\_\_\_. So, \_\_\_\_\_. Then, \_\_\_\_\_.

Somebody (main character)	Wanted (wanted or tried to)
But (the problem)	So (solution to problem)
Then (Final resolution)	
Summary Sentence: _____	
_____	
_____	

### Literacy Tips:

- Vary your summarizing strategies to keep campers engaged.
- Reading Rockets offers many creative suggestions for [Quick Summarizing Strategies](#).

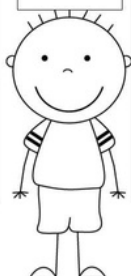
# BOOK ACTIVITY 3

## Plot and Characterization: Chapters 6–9

### Before Reading Chapters 6–9:

- Introduce Plot and Characterization:
  - Invite campers to start thinking about all the different characters they've been introduced to so far in the story. Explain to them that we can learn more about the characters by focusing on what they **say**, what they **think**, what they **do**, and how they **look**. From those clues, we're able to learn more about their character traits.
  - Ask campers to select a *Timid* character (from names you have written on scraps of paper) to analyze. Do an example together first, so they learn how to set up their paper. Explain to campers that as they read, they will write down things that their character says, thinks, does, and how they look.
  - Discuss how sometimes making assumptions about a character based on how they look can be misleading. Ask, for example, are all tall people good at basketball? Ask them to consider how characters in *Timid* sometimes misjudge each other.

**Get to know your character!**

<b>Appearance:</b> What does the character look like?  Text Evidence:	<b>Who is the character?</b>  	<b>Personality:</b> What are the character's thoughts and feelings at this point in the text?  Text Evidence:
<b>Actions:</b> What is the character doing?  Text Evidence:	Text Evidence:	

### After Reading Chapters 6–9:

- Invite campers to share what they wrote down about their characters.
- Engage campers in discussions about what character traits they would use to describe each character. Have them write down the words they would use to describe their character on their paper.
- They can also use their analysis to make predictions of how their characters will respond to challenges in the story.

### Literacy Tip:

- Sharing a list of adjectives that could describe a person will help campers choose appropriate character traits. (i.e. brave, timid, confident, etc.)



# BOOK ACTIVITY 4

## Theme: Chapters 10-12

### Before Reading Chapters 10-12:

- Introduce Identifying the Theme:
  - Explain to campers that every story has a theme, or sometimes multiple themes. The theme is the lesson the character learns in the story. It's also the lesson that we, as readers, can take away from the story.
  - Share some common themes found in stories such as "Don't judge a book by its cover" or "treat others how you want to be treated." Invite campers to share some other themes that come to mind.
  - Ask characters to be on a "Theme Hunt" as they read today's chapters. Ask them to be on the lookout for the lesson(s) that Cecil is learning.

### After Reading Chapters 10-12:

- Engage campers in a discussion around the themes they found. Remind them that there can be multiple themes, so it's okay if they're coming up with different ones. After discussing, ask them to design a poster with that theme written on it. Encourage them to channel their inner artist, like Cecil, and create the poster with pictures, colors, and designs.



### Literacy Tip:

- Hang your Theme Posters up in your camp space as a reminder of the lessons we've learned from *Timid*.



# BOOK ACTIVITY 5

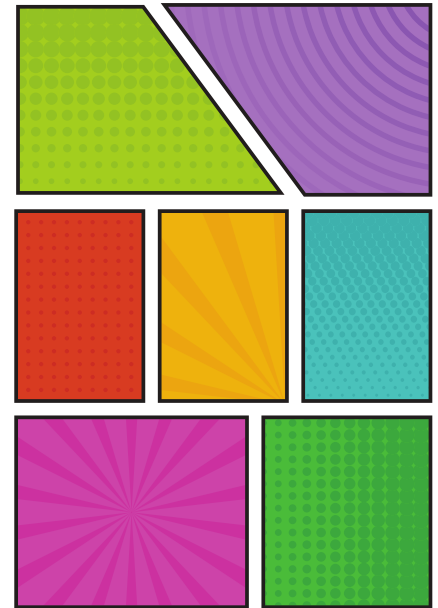
## Tell Your Story: Chapters 13-14

### Before Reading Chapters 13-14:

- Say:
  - "Today, we're going to be finishing up *Timid*. I want us to think about all the topics we have covered during this book. We have discussed how to summarize, how to identify character traits, and also how to find themes in a story. As we wrap up this story, I want you to think about Cecil. What were some of his biggest challenges? How did he respond? How did he change over the story? What lessons did he learn? Let's see how the story ends!"

### After Reading Chapters 13-14:

- Engage children in a discussion about how Cecil was brave enough to stand up for himself at the end of the book. Discuss how Cecil changed from the beginning of the story to the end. Ask them what events in the story caused him to change.
- Invite children to [create their own comic](#) as a summary of the book. They can start with a template of [four](#) or [five](#) panels and model that they will have to reflect back on the story and pull out the most important events to include in their comic summary. They will need to plan which events will go in each box of the comic strip. Invite them to work individually or with a partner. They can even add [speech bubbles](#) and [sound effects](#).



### Literacy Tip:

- There are many creative ways to check children's comprehension of a story besides classic book reports or tests. Drawing comic strips of the story, creating a commercial to preview the book, or writing a song about the main character are some creative, engaging ways to celebrate finishing a book.



# AFTER READING

## GO FURTHER

### Create your Own Story:

- At the end of the book, campers were asked to create a comic as a summary of the story. To go further, invite campers to create their own story. It could be semi-autobiographical, just like *Timid*, or it could be completely fiction. Invite campers to choose how they would like to create their story. Some options include:
  - Comic/graphic novel
  - Written story
  - Audio recording
  - A video

### Discover Local Artists:

- Invite campers to do some research about local artists in our very own city. Allow them to discover the rich, vibrant, art culture found right here in Miami. They may be surprised by what they discover!

### Explore the Miami-Dade Public Library System

- Sign up for a [library card](#) and check out [The Library for Children](#).

### Check Out Other Graphic Novels and Books About Art:

- *Mexikid* (Newbery Honor Award Winner) by Pedro Martin
- *The Harlem Charade* by Natasha Tarpley

