

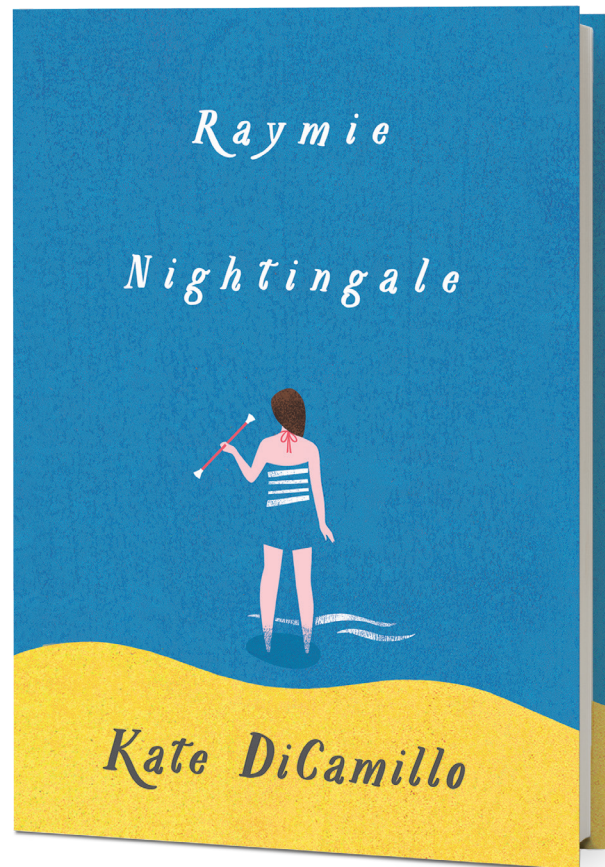
Raymie Nightingale

Kate DiCamillo

About the Book

Raymie Clarke has come to realize that everything, absolutely everything, depends on her. And she has a plan: if she can win the Little Miss Central Florida Tire competition, then her father, who left town two days ago with a dental hygienist, will see Raymie's picture in the paper and (maybe) come home.

To win, not only does Raymie have to do good deeds and learn how to twirl a baton, but she also has to contend with Louisiana Elefante, who has a show-business background, and Beverly Tapinski, who's determined to sabotage the contest. As the competition approaches, loneliness, loss, and unanswerable questions draw the three girls into an unlikely friendship and challenge each of them to come to the rescue in unexpected ways.



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Common Core Connections

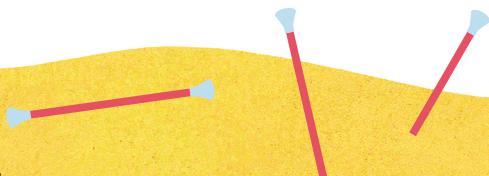
The Common Core Standards push readers to look closer when reading a text, examining the author's craft and analyzing word choice and narrative elements. Kate DiCamillo's novel *Raymie Nightingale* includes complex characters, specific word choices, and a well-crafted plot that allow readers to delve deeply into the text. This teachers' guide includes discussion questions and language arts activities to be used in grades 3–6 in conjunction with reading the book as a whole group, small group, or combination. This guide could also be modified for use with a student who is reading the novel independently.

Notes throughout the guide correlate the questions and activities with specific Common Core Language Arts Standards. For more information on specific standards for your grade level, visit the Common Core website at www.corestandards.org.

This guide was created by Kellee Moye, a middle-school reading coach and teacher from Orlando, Florida. Kellee Moye is the co-author of the blog *Unleashing Readers*, an author of teaching guides, and the chair of the 2014 Amelia Elizabeth Walden Award committee.



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COMMON CORE CONNECTIONS

Use these questions for reading check-ins, writing prompts, or classroom discussions. The questions correlate to ELA Reading Standards for Literature: Key Ideas and Details RL 3–6.1, RL 5.2, and RL 3–6.3; ELA Reading Standards for Literature: Craft and Structure RL 4–6.6; and ELA Reading Standards for Literature: Range of Reading and Level of Text Complexity RL 3–6.10.

Discussion Questions

1. Raymie recites a nursery rhyme every time she thinks about her father's leaving (page 3). Why do you think she continues to think of the nursery rhyme? How might a nursery rhyme make her feel better? Why does it anger her mother that Raymie recites the rhyme?
2. Why do you think Raymie calls Mrs. Sylvester when she is feeling down? How does it help Raymie feel better?
3. What "appropriate" book would you bring to read to the elderly if you were volunteering at the Golden Glen?
4. On page 73, Isabelle tells Raymie that "good deeds are pointless." Do you agree with Isabelle? Why or why not?
5. There are hints throughout *Raymie Nightingale* about Beverly's home life, such as the way her mother reacts when she picks up Beverly from baton class (page 34), as well as the bruise under Beverly's eye (page 80) and her chipped front tooth (page 118). What do these things tell us? How do they help explain the way Beverly acts?
6. Louisiana and her grandmother often steal food in order to have something to eat, but Louisiana says it's okay because they are stealing to survive. Do you agree or disagree?
7. When the girls are at the Golden Glen, both Beverly and Louisiana do something brave: Beverly holds Alice Nebbley's hand when Alice asks, and Louisiana lets the yellow bird out of its cage. What do these actions tell you about the two girls' personalities?
8. How would you describe the tone of Raymie's voice at the beginning of the book as compared to the end? How does her tone change throughout the story?
9. In addition to Beverly and Louisiana, many characters are part of Raymie's journey, including Mr. Option, Mrs. Sylvester, Mrs. Borkowski, Mr. Staphopoulos, Isabelle, Martha, Ruthie, Louisiana's grandmother, Bunny/Buddy, the yellow bird, and the janitor. Which characters do you think affect Raymie the most, and why? Use quotes from the book to back up your reasoning.
10. Kate DiCamillo uses foreshadowing throughout the novel to give hints about the ending of the book—for example, Louisiana saying, "We'll rescue each other" (page 87), Louisiana thinking Raymie's last name is Nightingale, and Raymie receiving the light from Mrs. Borkowski in her dream (page 208). Did you catch these hints while you were reading? What was each hint foreshadowing? Why do authors include foreshadowing in their novels?



COMMON CORE CONNECTIONS

ELA Reading Standards for Literature: Craft and Structure RL 3–6.4.

Classroom Activities

Use these activities to extend your students' experiences with *Raymie Nightingale*.

1. Kate DiCamillo uses very specific word choices in *Raymie Nightingale*. After reading the novel, have your students look back at the vocabulary and choose five words they do not know. For each unknown word, have students create a word map, which might include:

- the student's guessed definition based on context clues
- a dictionary definition
- what part of speech the word is
- one or two synonyms for the word
- one or two antonyms for the word
- the sentence the word appears in
- an illustration of the word
- the relevant word parts (prefixes, suffixes, roots)
- associations for the word

Some examples of words that may be chosen:

astonishment (page 201)

authoritative (page 111)

bleak (page 73)

cacophony (page 117)

concocted (page 196)

deceitful (page 126)

despair (pages 7, 225)

dismay (page 9)

dubious (page 44)

emitting (page 115)

envy (page 9)

glinted (page 169)

grubby (page 16, 30, 119)

hastily (page 198)

implying (page 153)

insubstantial (page 148, 220)

intention (page 6)

lingered (page 183)

lollygaggers (page 14)

malevolent (page 26)

malingeringers (page 14)

morose (page 223)

mournful (page 71, 72, 111)

objective (page 57, 58, 64, 69, 78, 79, 133)

pang (page 32)

prevailed (page 71)

pronouncement (page 14)

prostrate (page 145)

rampage (page 197)

revive (page 182, 183)

sabotage (page 22, 23, 25, 31, 45, 58, 90, 160, 168, 189)

scuffle (page 153)

Extension: To further the discussion about the author's word choices, look at synonyms for the words Kate DiCamillo uses and have a discussion with your students about why the author chose each word she did instead of one of its synonyms.



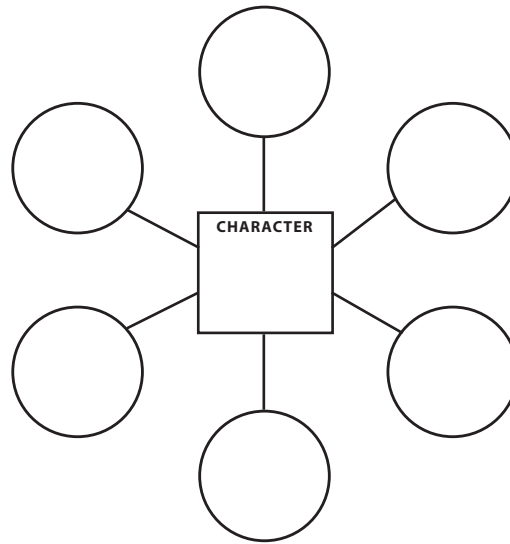
COMMON CORE CONNECTIONS

ELA Reading Standards for Literature: Key Ideas and Details RL 3–6.1 and RL 3–6.3.

2. Although Raymie is the protagonist of this novel, readers get to know Louisiana and Beverly as well. Each girl is unique and has specific traits that make her who she is. Explain to your class what character traits are and how authors use them to develop characters.

Have your students analyze the three main characters in *Raymie Nightingale* by creating a character web for each of the girls. For each web, make sure your students include the way the character feels, acts, and looks, as well as other aspects of her life. Next to each description/trait, have students use page numbers to note the place in the book where it appears.

Character web example (you do not need to limit students to six traits):



Extension: Create character maps for secondary characters as well. This is tougher, because secondary characters aren't described as extensively as main characters. Teach your class how to make inferences based on clues and allow students to include their inferences about secondary characters on these maps.

Extension: After students analyze the traits of each character, have them analyze two different webs, then complete a compare-and-contrast graphic organizer that looks at the characters' similarities and differences.

3. When Raymie, Louisiana, and Beverly are first introduced to readers, they are very different from the characters they become by the end of the book. Discuss with your students the concept of first impressions and the saying "don't judge a book by its cover." Before starting the book, ask students to note their first impressions of these characters and let them know they will be comparing them later to their final impressions. Remind students to pay attention to what they know and think they know about each character as they read the first eight chapters.

At the end of page 33, stop and have each of your students create three T-charts (one for Raymie, one for Louisiana, and one for Beverly). The left side of the T should be titled "First Impressions" and the right "Final Impressions." Students should then list what they know and think they know about each of the three girls on the left side of



COMMON CORE CONNECTIONS

ELA Reading Standards for Literature: Key Ideas and Details RL 3–6.1, RL 3–4.3, and RL 6.3; ELA Writing Standards: Research to Build and Present Knowledge W 4.9; ELA Writing Standards: Range of Writing W 3–6.10.

the T. When students have finished the book, have them use the right column to write what they’ve learned about the characters. You may want to have your students include page numbers for text that supports their statement.

After students complete the T-charts, have them choose Raymie, Beverly, or Louisiana and write an essay comparing and contrasting their first and final impressions of that character. Ask students to include evidence from the text to back up their impressions.

CHARACTER NAME	
FIRST IMPRESSION	FINAL IMPRESSION



COMMON CORE CONNECTIONS

ELA Reading Standards for Literature: Key Ideas and Details RL 3–6.1; ELA Writing Standards: Text Types and Purposes W 3–6.3.

- Louisiana and her grandmother have a very interesting way of reading books. Reread with your students pages 202 (from “Louisiana sighed” in paragraph five) to page 207 (“Louisiana rustled the pages of the book”). These pages depict Louisiana reading random sentences from a biography of Florence Nightingale, then creating her own narrative using the sentences she’s chosen.

Have your students recreate Louisiana’s way of reading and telling a story. Invite each student to choose a book they have never read. Ask them to flip to ten random pages and choose one or two sentences from each page. Then have them copy these sentences onto sticky notes and put the book aside.

Discuss with your students what narrative elements are and what needs to be included in a story. Make sure to cover characters, setting, conflict, and plot development. Students will use this knowledge to write their own narratives using the ten to twenty sentences they just copied down.

Extension: After students write their narratives, have them predict what they think their chosen books are about, based on the sentences they copied. Then have them read the books and check their predictions.

5. Kate DiCamillo uses an abundance of figurative language to create imagery throughout *Raymie Nightingale*. Figurative language helps readers visualize what they are reading by comparing one thing to something else. Discuss with your students the difference between figurative and literal language and go over different kinds of figurative language (specifically idioms, personification, and similes).

To illustrate how figurative language works, assign each student a different simile, idiom, or personification from the book. Then have them each fold a sheet of paper in half vertically. Ask the class to draw pictures of the *literal* meanings of the figurative language they were assigned on the left side of their paper. (For example, if a student is assigned the description “Small rocks leaped into the air,” he or she might draw little rocks with feet, jumping out of the way.) On the right side of their paper, students should draw the *figurative* meanings of their excerpts. (For example, “Small rocks leaped into the air” actually means that rocks are flying up naturally, not leaping on their own, so students might draw rocks moving normally into the air.)

After they are done with their illustrations, discuss with your students why each of the examples of figurative language was used, what image it painted in their heads, and what type of figurative language it is.

Examples of simile can be found on pages 10, 15, 17, 37, 48, 50, 60, 61, 66, 82, 94, 120, 144, 165, 174, and 241.

Examples of personification can be found on pages 6, 32, 67, 77, 84, 149, 179, and 219.

Examples of idioms can be found on pages 46, 62, 115, and 118.

Note: Not all of these examples would be easy to illustrate. Make sure to pick ones that best fit the level of students you are teaching. These are also not the only uses of these devices in the book. If you wish, students may find their own examples.

Extension: Symbolism, also a form of figurative language, uses an object to represent something else. In *Raymie Nightingale*, Raymie’s soul, Marsha Jean, Raymie receiving the light from Mrs. Borkowski (page 208), and Archie all symbolize different things. Discuss with your students what symbolism is and what each of these objects symbolizes.

6. Florence Nightingale is mentioned throughout the book, but we are never told about her entire life, just given snippets suggesting who she was. Divide your class into collaborative groups and ask each one to research a different time period in Florence Nightingale’s life. Have the groups develop presentations with their research and present them in chronological order.

Extension: Discuss with students why the title includes Florence Nightingale’s last name. What is the significance? Why was it chosen?



COMMON CORE CONNECTIONS

ELA Reading Standards for Literature: Craft and Structure
RL 3.4 and RL 5–6.4.



COMMON CORE CONNECTIONS

ELA Reading Standards for History/Social Studies: Key Ideas and Details RH 6.2; ELA Reading Standards for Writing: Research to Build and Present Knowledge W 3–6.7, W 3–6.8, W 4.9, and W 6.9.



COMMON CORE CONNECTIONS

ELA Reading Standards for Literature: Key Ideas and Details RL 3–6.1; ELA Reading Standards for Literature: Craft and Structure RL 5.6.



COMMON CORE CONNECTIONS

ELA Reading Standards for Literature: Craft and Structure RL 3.6, RL 5.5, and RL 5.6.

Extension: Have students use what they researched for their presentations to complete research papers with bibliographies. Before sending students off to research, make sure to explain how to cite sources so they can take notes correctly.

7. The narrator’s point of view directly influences the way events are described. Select a scene within the book that is witnessed by Raymie, Louisiana, and Beverly and discuss with students the way the scene would be written if it were shown from Louisiana’s or Beverly’s point of view. What might be described differently? Is there information that the other characters have that Raymie doesn’t, or vice versa? How might the tone change?

After discussing the scene as a class, divide students into pairs and have each pair choose their own scene. Invite the pairs to discuss the same questions that were discussed with the whole group regarding their new scenes. Then the pairs should rewrite the scenes from both of the other characters’ points of view.

8. *Raymie Nightingale* takes place in 1975. Use a graphic organizer with your students to compare and contrast 1975 with the modern day. What are the biggest differences?

Using the contrast list on the graphic organizer, discuss the way the story might be different if it took place today. What would the biggest changes be? Are there any scenes that simply would not have happened today?

After the discussion, have students choose a scene and rewrite it as if it were taking place in the modern day.



Photo by Catherine Smith

About the Author

Kate DiCamillo is the author of many beloved books for young readers, including *Flora & Ulysses* and *The Tale of Despereaux*, each of which received a Newbery Medal; *Because of Winn-Dixie*, which received a Newbery Honor; *The Tiger Rising*, a National Book Award Finalist; *The Miraculous Journey of Edward Tulane*, winner of a Boston Globe–Horn Book Award; *The Magician’s Elephant*; and the best-selling Mercy Watson series. Kate DiCamillo lives in Minneapolis.