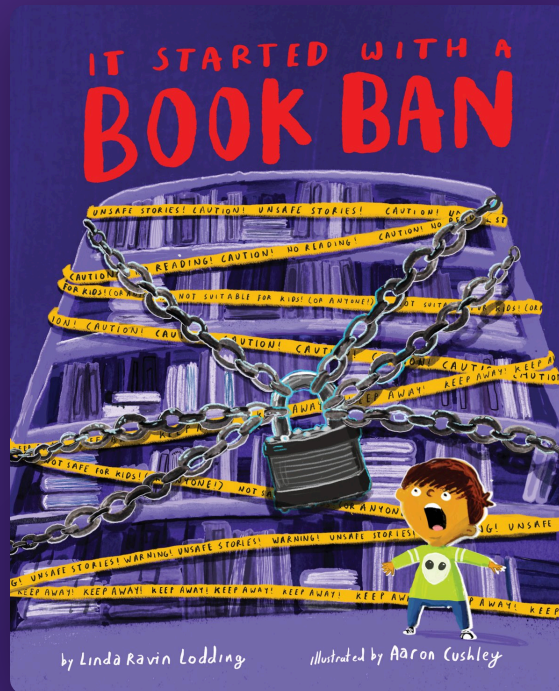


EDUCATOR'S GUIDE



It Started with a Book Ban

A Story About Censorship, Courage, and the Power of Books

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Aligned to Common Core ELA Standards, Grades K–3
Differentiated for Classroom, Small Group, and Homeschool Settings

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Educator Introduction

Welcome to the guide — why this book matters and how to use it

Welcome, Educator

It Started with a Book Ban is more than a picture book. It is a gentle, humorous, and deeply important invitation for young readers to think about what happens when we silence ideas, remove choices, and let fear drive decisions. Through the story of Edwin and his community, children experience firsthand how censorship begins small and grows until it affects everyone.

In today's educational landscape, conversations about book banning and intellectual freedom are not hypothetical. According to the American Library Association, book challenges in schools and public libraries have reached historic levels. This book gives educators a developmentally appropriate entry point for these critical conversations, wrapped in humor, vivid illustrations, and a hopeful resolution.

Why This Book Matters

- **Timely and relevant:** Book bans are a real, ongoing issue in communities across the country. This story makes the topic accessible for the youngest learners.
- **Humor as a teaching tool:** The escalating absurdity of the bans (banning the letter S! banning the sun!) makes the concept concrete and memorable for children.
- **Empowerment:** Edwin models what it looks like for a child to speak up, organize peers, and make change. Students see themselves as capable civic actors.
- **Rich literacy connections:** Wordplay (Starstruck Crunch becomes Tar Truck Crunch), sequencing, cause and effect, and character analysis are woven throughout.



How to Use This Guide

This guide is designed to be flexible. You can use it for a week-long deep dive or select individual sections for a single read-aloud session. Every activity includes differentiation for three audiences:

Tier 1: Grades K–1

Read-aloud setting. Responses through drawing, circling, verbal sharing, and sentence frames. Teacher-led discussions with picture-based comprehension.

Tier 2: Grades 2–3

Guided or independent reading. Written responses, graphic organizers, literature circles, and text-evidence-based discussions.

Homeschool Extension

Parent-guided activities with flexible response formats. Family discussion starters, community connection projects, and reading logs.

Reading Level Information

Measure	Level	What This Means
Fountas & Pinnell	Level L–M	Independent reading for grades 2–3; instructional level for grade 2
Estimated Lexile	650–750L	Appropriate for end-of-grade-2 through grade-3 independent readers
DRA Level	24–28	Mid-to-late second grade benchmark
Read-Aloud Range	Grades K–3	Rich illustrations and humor make it accessible as a read-aloud for younger students
Interest Level	Grades K–4	Themes of fairness and civic action resonate across the elementary band

Suggested Pacing

One-Week Plan

Day 1: Lesson 1 (Before & During Reading, pp. 1–5)

Day 2: Lesson 2 (During Reading, pp. 6–12)

Day 3: Lesson 3 (After Reading, pp. 13–18)

Day 4: Writing Connections + Discussion

Day 5: Project Work + Assessment

Two-Week Plan

Week 1: Lessons 1–3 with vocabulary work, guided discussion, and daily writing

Week 2: Cross-curricular enrichment, project work, family engagement, and culminating assessment

Connections to Other Albert Whitman Titles

Extend the conversation with these companion reads from the Albert Whitman catalog:

- ***Free for You and Me: What Our First Amendment Means* by Christy Mihaly** — Explores all five First Amendment freedoms through vivid examples. The most direct companion: book bans are a First Amendment issue. (Ages 4–8)
- ***Grace Lee Boggs: Gardens of Hope* by Songju Ma Daemicke** — A teacher gave Grace a book that changed her life and inspired a lifetime of civic activism. The power of a single book. (Ages 4–8)
- ***We Want to Go to School!* by Maryann Cocca-Leffler & Janine Leffler** — The true story of children who fought for their right to education. Courage and civic action at any age. (Ages 4–8)
- ***The Mud Angels* by Karen M. Greenwald** — Students from around the world rush to save rare books and art from a devastating flood. A compelling parallel: mobilizing to protect books from being lost. (Ages 4–8)
- ***Night on Fire* by Ronald Kidd** — A girl witnesses the Freedom Riders and must decide whether to stay silent or speak up. Standing up for what's right in the face of community pressure. (Ages 9–12, for older readers)



Creating a Safe Space: Before reading, establish discussion norms. Remind students that this story explores ideas people feel strongly about. Everyone's thoughts are welcome. We listen to understand, not to argue. Model respectful disagreement: "I see it differently because..."

2

ELA Standards Alignment

Common Core State Standards for English Language Arts, Grades K–3

The activities in this guide align to the following Common Core ELA standards. Use this table to identify which standards each section addresses and to document alignment in your lesson plans.

Reading Literature

Standard	K	Grade 1	Grades 2–3	Guide Section
RL.X.1 Key Details	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Gr. 2: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details. Gr. 3: Ask and answer questions, referring explicitly to the text as the basis for the answers.	Lessons 1–3, Discussion Prompts
RL.X.2 Central Message	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Gr. 2: Recount stories and determine their central message, lesson, or moral. Gr. 3: Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Lesson 3, Discussion Prompts, Assessment
RL.X.3 Characters	With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.	Gr. 2: Describe how characters respond to major events and challenges. Gr. 3: Describe characters (e.g., their traits,	Lessons 1–3, Vocabulary Toolkit

			motivations, or feelings) and explain how their actions contribute to the sequence of events.	
RL.X.6 Point of View	With prompting and support, name the author and illustrator and define their roles.	Identify who is telling the story at various points.	Acknowledge differences in the points of view of characters; distinguish their own point of view from the narrator's.	Discussion Prompts, Writing Connections
RL.X.7 Illustrations	With prompting and support, describe the relationship between illustrations and the story.	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from illustrations and words to demonstrate understanding; explain how illustrations contribute to meaning.	Lessons 1–2, Cross-Curricular (Art)

Writing

Standard	K	Grade 1	Grades 2–3	Guide Section
W.X.1 Opinion	Use a combination of drawing, dictating, and writing to compose opinion pieces.	Write opinion pieces introducing the topic, stating an opinion, supplying a reason, and providing closure.	Write opinion pieces introducing the topic, stating an opinion, supplying reasons that support the opinion, and providing a concluding statement.	Writing Connections (Opinion), Worksheets
W.X.3 Narrative	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	Write narratives recounting two or more sequenced events, including details and temporal words, with closure.	Write narratives developing real or imagined experiences using effective technique, descriptive details, and clear event sequences.	Writing Connections (Narrative), Lesson 3 Worksheet

Speaking & Listening

Standard	K	Grade 1	Grades 2–3	Guide Section
SL.X.1 Discussion	Participate in collaborative conversations with diverse partners about kindergarten topics and texts.	Participate in collaborative conversations following agreed-upon rules; build on others' talk by responding.	Engage effectively in collaborative discussions; follow agreed-upon rules; ask for clarification; build on others' ideas and express own ideas clearly.	Discussion Prompts, Lessons 1–3, Projects

Language

Standard	K	Grade 1	Grades 2–3	Guide Section
L.X.4 Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown words using sentence-level context as a clue.	Determine the meaning of unknown words using context clues, affixes, and root words; consult reference materials.	Vocabulary Toolkit, Lessons 1–3

3

Science of Reading Alignment

Connecting the story to Scarborough's Reading Rope and evidence-based literacy practices

This guide supports the interconnected strands of skilled reading as described in Scarborough's Reading Rope. Here's how *It Started with a Book Ban* strengthens both language comprehension and word recognition.



The town after green is banned — rich visual context supports comprehension

Language Comprehension Strands

Strand	How This Book Supports It	Guide Activities
Background Knowledge	Builds understanding of community rules, fairness, consequences of censorship. The story's premise connects to children's real experiences with rules ("You can't do that!").	Lesson 1 pre-reading activation; Discussion Prompts (Before Reading); Family Engagement
Vocabulary	Tier 2 words: <i>banned, intergalactic, puzzled, unsettling, eerily, irritable, sulking, dazed, radiant</i> . Rich context clues in both text and illustrations.	Vocabulary Toolkit; Frayer Model graphic organizers; Vocabulary cards

Verbal Reasoning	Cause-and-effect chains (each ban causes a new problem), inference (why does banning green affect the garden?), predicting (what will be banned next?).	Lesson 2 (cause/effect chart); Discussion Prompts (inferential); Ban Timeline worksheet
Literacy Knowledge	Genre awareness (realistic fiction with absurdist humor), narrative structure (problem/solution), author's purpose (the Author's Note makes it explicit).	Lesson 3 (author's purpose); Cross-Curricular Enrichment (Media Literacy)
Language Structures	Varied sentence patterns, dialogue with multiple speakers, compound sentences, descriptive language.	Vocabulary Toolkit (word relationships); Writing Connections

Word Recognition Strands

Strand	How This Book Supports It	Guide Activities
Phonemic Awareness	The banned letter S is a built-in phonics hook! When S is removed, <i>Starstruck</i> becomes <i>Tar Truck</i> , <i>Sophie</i> becomes <i>Ophie</i> , <i>stories</i> becomes <i>torie</i> . Students hear what changes when a phoneme disappears.	Lesson 2 "Letter S Fun"; Vocabulary Toolkit phonics connections
Decoding	Multi-syllable words: <i>in-ter-ga-lac-tic</i> , <i>un-set-ting</i> , <i>mis-er-able</i> . Students practice syllable segmentation with engaging story vocabulary.	Vocabulary Toolkit (syllable clapping); Lesson word work
Sight Recognition	High-frequency words throughout: <i>said</i> , <i>what</i> , <i>would</i> , <i>about</i> , <i>because</i> , <i>their</i> , <i>people</i> , <i>everyone</i> .	Repeated reading; Echo reading (K–1); Partner reading (2–3)

Fluency Connections

Choral Reading Opportunity

The "BAN THE BANS!" rally chant on pages 15–16 is a natural fluency builder. Have students practice reading it with expression, emphasis, and appropriate pacing:

"Tweet-tweet! Let our birds sing.

Un-ban Martian books! Aliens can't sleep without their stories!

Justice for Mr. Jericho's jokes! Even Mrs. Muddle's cat misses them!

Green is cool! We love frogs, pickles, and leprechauns!

BAN THE BANS!"

K-1: Echo reading (teacher reads a line, students repeat) | **2-3:** Readers' theater with assigned parts |
Home: Family dramatic reading

Spotlight: The Letter S

When the letter S gets banned, the story becomes a playful phonemic awareness lesson. Try these activities:

- **S Word Hunt:** How many S words can you find on one page of the book?
- **Say It Without S:** Read a sentence aloud, dropping every S sound. What happens?
- **S Sound Sort:** Sort words by initial S, medial S, and final S sounds.
- **Name Game:** What would YOUR name be without the letter S? (e.g., *Susan* becomes *Uan*)

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Vocabulary and Concept Toolkit

Key words, core concepts, and strategies for building understanding

Tier 2 Vocabulary

These story words are essential for comprehension and useful across many contexts. Introduce them before or during reading, and revisit throughout the unit.

Word	Kid-Friendly Definition	In the Story	Illustration Clue
banned	When someone says you are not allowed to have or do something anymore	Space books have been banned from the library	Empty shelves, "BANNED" sign on bookcase
intergalactic	Traveling between stars and galaxies in outer space	Edwin loves Martian books that whisk him away on intergalactic adventures	Edwin in his Martian costume with space posters
puzzled	Confused; not understanding why something happened	Edwin scratched his head, puzzled	Edwin's confused facial expression at the library
unsettling	A thought or feeling that makes you worried or uncomfortable	An unsettling thought tiptoed into his mind	Edwin's worried expression as he imagines more bans
eerily	In a strange, quiet, almost spooky way	During breakfast, it was eerily quiet	Silent, gray morning scene without birdsong
irritable	Easily annoyed or grumpy	Green things make Mrs. Muddle's cat very irritable	Mrs. Muddle's grumpy cat
sulking	Being quiet and sad, almost pouting	It seemed like even the flowers were sulking	Gray, drooping garden without color
dazed	Confused and not sure what to do, like being in a fog	Dazed and confused, they looked at each other	Townpeople standing in the dark Town Square

radiant	Shining brightly and beautifully	The sun painted the town with a radiant glow	Colorful, sunlit town on the final pages
funk	A sad, gloomy mood	Mr. Jericho sat on his porch in a funk	Mr. Jericho sitting sadly on his porch

Core Concepts

Censorship

When someone decides that certain books, ideas, or things should be taken away from everyone, even if other people want them.

In the story: Adults ban space books, then the color green, birdsong, letters, numbers, jokes, and even the sun.

Intellectual Freedom

The right to read, think about, and share different ideas, even if not everyone agrees with them.

In the story: Edwin believes everyone should be able to read whatever books they want.

Civic Action

When people in a community work together to make things better or to change something that is unfair.

In the story: Edwin gathers his friends and marches to Town Square to speak up.

Advocacy

Speaking up for something you believe in, especially when others might not agree.

In the story: Edwin takes a breath, steps forward with a shaky voice, and tells the crowd why books matter.

Consequences

What happens as a result of a decision or action. Every choice has consequences.

In the story: Each ban makes life worse for everyone, not just the person who started it.

Community

The people who live, work, and play in the same place. A community is stronger when everyone's voice matters.

In the story: The whole town is affected by the bans, and the whole town comes together to undo them.

Teaching Strategies by Tier

K–1 Strategies

- **Picture cards:** Match vocabulary word to illustration from the book

Grades 2–3 Strategies

- **Context clues:** Find clues in the sentence that help you figure out the word

Homeschool

- **Vocabulary scavenger hunt:** Find each word in the book with your parent

- **Act it out:** Show "irritable," "dazed," "sulking" with your face and body
- **Word-illustration matching:** Find the picture that shows the word
- **Thumbs up/down:** "Is this an example of 'banned'?"

- **Frayer Model:** Definition, characteristics, examples, non-examples
- **Word wall:** Add story vocabulary to classroom word wall
- **Vocabulary journal:** Write the word, definition, a sentence, and draw a picture

- **Word of the day:** Use one vocabulary word in conversation all day
- **Family definitions:** Talk about what each word means together before looking it up
- **Silly sentences:** Write the funniest sentence you can using the word

5

Lesson Plans

Three scaffolded lessons tied to key moments in the text

Lesson 1: When the Shelves Went Empty

Before & During Reading • Pages 1–5 • Focus: Setting, Character, Predictions

Learning Objectives: Students will (1) identify the main character and setting, (2) describe the problem Edwin encounters, and (3) make predictions about what might happen next when things get banned.

Materials

- Copy of *It Started with a Book Ban*
- Printable Worksheet 1: "My Favorite Book & My Prediction"
- Chart paper and markers (for class brainstorm)

Lesson Sequence

1. Activate Prior Knowledge (5–8 min)

- Show the book cover. Ask: "*What do you see? What do the chains and 'caution' tape tell us?*"
- Introduce the word **banned**: "*Has anyone ever told you that you couldn't do something you really liked? How did that feel?*"
- Chart student responses on "Things We'd Miss" brainstorm web.

2. Picture Walk (5 min)

- Flip through pages 1–5 without reading. Ask students to observe the illustrations.
- "*What do you notice about the library? How does Edwin look? What colors do you see?*"

3. Read Aloud, Pages 1–5 (10–12 min)

- Read with expression. Pause after Ms. Paige explains the ban.
- Think-aloud: "*Anti-gravity ideas? That's a silly reason! I wonder if the author is trying to show us something about why people ban things.*"
- Stop after Edwin's "unsettling thought." Ask: "*What do you think Edwin is worried about?*"

4. Respond (10–15 min)

K–1

- Draw your favorite book on the worksheet
- Draw what you think will be banned next
- Turn and talk: "What would YOU miss?"

Grades 2–3

- Write about your favorite book and why it matters to you
- Write a prediction: What will happen next? Why?
- Use evidence from the text and illustrations

Homeschool

- Discuss the cover together before reading
- Parent and child each share their favorite book
- Predict together: What will be banned next?



Vocabulary Focus: Introduce *banned*, *intergalactic*, and *puzzled* using the vocabulary card strategy from Section 4.

Lesson 2: The Bans Keep Growing

During Reading • Pages 6–12 • Focus: Cause & Effect, Sequencing, Empathy

Learning Objectives: Students will (1) sequence the bans in chronological order, (2) analyze the cause-and-effect relationship between each ban and its impact on the community, and (3) express empathy for the characters affected.

Materials

- Copy of *It Started with a Book Ban*
- Printable Worksheet 2: "Ban Timeline"
- Sentence strips or index cards (for sequencing activity)

Lesson Sequence

1. Review & Predict (5 min)

- Recap Lesson 1: "What was banned? Why? How did Edwin feel?"
- Check predictions from yesterday: "Did anyone predict what happened?"

2. Read Aloud, Pages 6–12 (12–15 min)

- Read with increasing dramatic tension as more things get banned.
- **Tuesday:** Pause — "Why would someone ban birdsong? How does that affect others?"
- **Wednesday:** Pause — "No more letter S! What would YOUR name be without S?" (Have fun with this!)
- **Thursday:** Pause — "Sophie has to skip her 5th birthday. How would you feel?"
- **Saturday:** Pause — "Gilligan banned the sun. Can he really do that? Should he?"

3. Sequencing Activity (10 min)

- As a class, create the Ban Timeline on chart paper or the board.
- For each day: What was banned? Who wanted it banned? Who was affected?

4. Respond (10–15 min)

K–1

- Complete Ban Timeline worksheet with pictures
- Feelings faces: Match each ban to an emotion

Grades 2–3

- Complete Ban Timeline with writing (day, ban, who, effect)
- Empathy journal: Pick one character. How do they

Homeschool

- Create a family Ban Timeline together
- Discuss: "What rules does our family have? Are any unfair?"

- Letter S Fun: Say words without the S sound!

feel? Why?

- Cause/effect chart:
"Because ___ was banned,
___ happened"

- Write a letter to one of the characters

The Letter S Connection (Phonemic Awareness)

This is a gold mine for phonics! When S gets banned: *Starstruck Crunch* → *Tar Truck Crunch*, *Sophie* → *Ophie*, no more *stories*, *surprises*, or *stegosauruses*. Have students try saying their own names and favorite words without S. What changes? What sounds funny? This is phonemic awareness in action.

Lesson 3: Ban the Bans!

After Reading • Pages 13–18 • Focus: Theme, Civic Action, Author's Purpose

Learning Objectives: Students will (1) identify the central message of the story, (2) explain how Edwin's actions create change, and (3) connect the story's theme to their own experiences and the real world.

Materials

- Copy of *It Started with a Book Ban*
- Printable Worksheet 3: "My Voice Matters"
- Art supplies for protest sign design (optional)



The joyful resolution: color, music, and books return to the community

Lesson Sequence

1. Review (3 min)

- Recap: "What has been banned so far? How is the town doing?"
- Predict: "How do you think this story will end?"

2. Read Aloud, Pages 13–18 (10–12 min)

- Read Edwin's "idea moment" with building energy.
- Read the rally chant together as a class (choral reading!).

- Pause after Edwin's speech: *"With books, we can go on adventures and bring back big ideas. But when we ban things, our world gets darker, quieter, and smaller."*
- Ask: *"What do you think of what Edwin said?"*
- Read the Author's Note together. Discuss: *"Did you know book banning is a real thing?"*

3. Theme Discussion (10 min)

- *"What is this story really about? What lesson does the author want us to learn?"*
- *"Was Edwin brave? What made people listen to him?"*
- *"What is the difference between a rule that keeps people safe and a ban that takes away freedom?"*

4. Respond (15–20 min)

K–1

- Act out the Town Square scene as a class
- "I stand up for ___" drawing on worksheet
- Create a class "Un-Ban" chart together

Grades 2–3

- Readers' theater: Assign parts for the rally scene
- Written response: "What would you stand up for? Why?"
- Design a protest sign like Edwin's friends

Homeschool

- Family "rights and responsibilities" discussion
- Write a family reading pledge together
- Visit the local library and thank a librarian

6

Guided Discussion Prompts

Open-ended questions for small-group and whole-class discussions

Use these prompts to guide meaningful conversations before, during, and after reading. Each prompt is tagged by depth of thinking:

LITERAL Answer is directly in the text **INFERENTIAL** Requires reading between the lines **EVALUATIVE** Requires personal judgment and reasoning

Before Reading

1. What do you see on the cover of this book? What do the chains and yellow tape make you think of?

LITERAL

2. What does the word *banned* mean? Can you think of something that has been banned or not allowed?

INFERENTIAL

3. What is your favorite book? What would you do if someone told you that you were not allowed to read it anymore? **EVALUATIVE**

4. Look at the boy on the cover. How do you think he is feeling? What makes you think that? **INFERENTIAL**

During Reading: Pages 3–7

5. Why are space books banned? Do you think that is a good reason? **EVALUATIVE**

6. How does Edwin feel when he finds out his Martian books are gone? How can you tell? **INFERENTIAL**

7. What happens to the town when the color green gets banned? Who is affected? **LITERAL**

8. Edwin worries they might ban triple-fudge sundaes, tap dancing, and tree frogs. Why does he think of those things? **INFERENTIAL**

9. Do you think one ban can lead to more bans? Why or why not? **EVALUATIVE**

During Reading: Pages 8–12

10. What happened to the cereal box when the letter S was banned? **LITERAL**

11. Why is it both funny AND sad that the letter S got banned? **INFERENTIAL**

12. Look at Mr. Jericho on his porch. How do the bans affect people who didn't want them? **INFERENTIAL**

13. Gilligan says he banned the sun because of glare on his phone. Should one person be able to make that choice for everyone? **EVALUATIVE**

14. Compare the illustrations from the beginning of the book to now. What has changed? What do the colors (or lack of colors) tell us? **INFERENCE**

After Reading: Pages 13–18

15. What was Edwin's plan? Who helped him? **LITERAL**

16. Edwin spoke with a "shaky voice." What does that tell us about how he felt? Was he still brave even though he was nervous? **INFERENCE**

17. Edwin said: "*When we ban things, our world gets darker, quieter, and smaller.*" What does he mean? Do you agree? **EVALUATIVE**

18. What made the townspeople change their minds? What does this tell us about speaking up? **INFERENCE**

19. The Author's Note tells us that book banning really happens. How does knowing that change the way you think about the story? **EVALUATIVE**

Literature Circle Roles

For small-group discussions (grades 2–3), assign these roles:

- **Questioner:** Prepares 2–3 discussion questions for the group
- **Connector:** Finds connections between the story and real life, other books, or personal experiences
- **Illustrator:** Draws a key scene and explains why it matters
- **Word Wizard:** Identifies 2–3 important or interesting words and shares what they mean



Discussion Structure: Use Think-Pair-Share for whole-class discussions. Give students 30 seconds to think, 1 minute to share with a partner, then invite pairs to share with the class. This ensures every student has time to process before the most vocal students respond.

7

Writing Connections

Writing opportunities that allow students to reflect, advocate, and synthesize

Opinion Writing

Prompt: *Should people be allowed to ban books? Why or why not?*



K-1

Use the sentence frame:

"I think books should / should not be banned because _____."

Draw a picture to support your opinion.



Grades 2-3

Write a full opinion paragraph:

- State your opinion clearly
- Give at least two reasons from the story
- Use a concluding sentence



Homeschool

Family debate: Parent and child each take a side (even if you agree!). Practice giving reasons for your opinion. Then write your real opinion together.

Narrative Writing

Prompt: *Write the NEXT Monday. It's one week later. What does Edwin do? What new adventure does he go on?*



K-1

Draw a 3-picture sequence:

1. Beginning: Where is Edwin?
2. Middle: What happens?
3. End: How does it finish?

Write a caption for each picture.



Grades 2-3

Write a one-page story continuation:

- Include a setting and characters from the book
- Use dialogue (what do the characters say?)
- Include a problem and solution
- Use at least 2 vocabulary words from the toolkit



Homeschool

Co-write a sequel with your parent! Take turns writing sentences. Read it aloud together when finished. Bonus: illustrate your new story.

Letter Writing

Prompt: Write a letter to Ms. Paige, the librarian, about your favorite book and why it should never be banned.

K-1

Fill-in letter template:

*Dear Ms. Paige,
My favorite book is*

_____.

I love it because _____.

Please keep it on the shelf!

From, _____

Grades 2-3

Write a full friendly letter with:

- Greeting
- Why your book matters
- What would be lost if it were banned
- Closing and signature

Homeschool

Write a real thank-you letter to your local librarian. Mail it or deliver it on your next library visit!

Advocacy Writing

Prompt: Design a poster or sign for something you believe in, just like Edwin's friends made signs for the rally.

All Tiers

This is a visual + written activity for every grade level. Students create a poster that includes:

- A clear message (What do you believe in?)
- A powerful word or short phrase (like "BAN THE BANS!")
- An illustration or design
- Their name

Display in the classroom, hallway, or school library. For homeschool: display at home or share with a friend.

8

Call-to-Action Project Ideas

Inquiry-based projects that connect the book's themes to real-world action

1. Classroom Library Campaign

Students create "Why I Love This Book" recommendation cards for books in the classroom library.

Materials	Index cards, markers, tape or clips to attach to books
Standards	W.X.1 (Opinion), SL.X.1 (Discussion)
Time	30–45 minutes
K–1	Draw a picture of why you love the book; dictate a sentence to the teacher
2–3	Write a 2–3 sentence recommendation with a star rating
Home	Create recommendation cards for your home bookshelf or a Little Free Library

2. Book Freedom Wall

Create a bulletin board display where every student posts why books and reading matter to them.

Materials	Bulletin board, construction paper, markers, student photos (optional)
Standards	W.X.1 (Opinion), RL.X.2 (Central Message)
Time	20–30 minutes (creating); ongoing display
K–1	Complete the sentence: "Books matter because ___"
2–3	Write a paragraph or create a mini-poster about intellectual freedom
Home	Create a reading corner display at home celebrating your family's favorite books

3. Community Read-Aloud Event

Host a reading celebration where families come together to share books and discuss the story's themes.

Materials	Multiple copies of the book, snacks, discussion cards, student work display
Standards	SL.X.1 (Discussion), SL.X.4 (Presenting)
Time	45–60 minutes
Format	Teacher reads aloud to the group, students present their project work, families participate in discussion
Home	Host a family book club evening with neighbors or friends

4. Letters to Librarians

Students write thank-you letters to their school or local public librarian, inspired by Ms. Paige in the story.

Materials	Stationery, envelopes, postage (for mailing)
Standards	W.X.1 (Opinion), W.X.3 (Narrative)
Time	20–30 minutes
K–1	Draw a picture for the librarian and dictate a thank-you message
2–3	Write a friendly letter thanking the librarian and explaining why their work matters
Home	Deliver the letter in person on your next library visit

5. "Un-Ban" Art Gallery

Students create artwork celebrating their favorite books, displayed in the hallway, library, or classroom.

Materials	Art paper, paints, markers, crayons, display space
Standards	RL.X.7 (Illustrations), W.X.1 (Opinion)
Time	30–45 minutes
All Tiers	Create a colorful poster or painting of a scene from your favorite book with a label explaining why it should never be banned

6. Homeschool-Specific Projects

- **Library Visit Challenge:** Visit the library and check out a book from a genre you've never tried before. Write a review.
- **Start a Little Free Library:** Research how to build or find one in your neighborhood. Stock it with books!
- **Family Book Club:** Read a book together as a family, then discuss it using the discussion prompts from Section 6.
- **Community Connection:** Attend a library story time, book fair, or reading event. Write about the experience.

9

Cross-Curricular Enrichment

Art, STEM, social studies, music, and media connections that extend the text

Art

- **Design a Book Cover:** Imagine Edwin's favorite Martian book. What would the cover look like? Create your own book cover with a title, author name, and illustration.
- **Protest Sign Studio:** Inspired by the Town Square rally, design a protest sign for something you believe in. Use bold colors, a short message, and a powerful image.
- **Before and After:** Draw the town in two panels. One side shows the colorful, happy town from the beginning. The other side shows the gray, gloomy town after things got banned. Compare and discuss: what did the bans take away?
- **Illustration Study:** Look closely at Aaron Cushley's illustrations. What colors does he use? How does the art change as more things get banned? Try creating your own illustration in his style.

Math and Data

- **Graph the Bans:** Create a bar chart showing what was banned each day (Monday through Saturday). How many total things were banned? Which day had the most bans?
- **Counting Without 5:** The number 5 was banned! Try counting from 1 to 20 without saying 5 or 15. What other numbers use 5? (50, 500, 5000...) How would this affect math class?
- **Survey Your Class:** Ask classmates: "What would you miss most if it were banned?" Create a pictograph or bar graph of the results.

Science

- **The Science of Color:** What would the world really look like without green? Explore color mixing with paint or light. What colors make green? If you remove green, what's left?
- **Sound Investigation:** Birdsong was banned. Why do birds sing? (Territory, mating, communication.) What would a world without birdsong be like? Go outside and listen: how many

different sounds can you count in 2 minutes?

- **Light and the Sun:** Gilligan "banned" the sun. What would actually happen if there were no sunlight? Discuss: plants, temperature, the water cycle, day/night.

Social Studies

- **Rules vs. Laws vs. Bans:** What's the difference between a classroom rule, a law, and a ban? Which ones keep us safe? Which ones take away choices? Create a T-chart.
- **Our Class Bill of Rights:** As a class, write a "Class Bill of Rights" that protects everyone's ability to read, learn, and share ideas. Vote on each right together.
- **Civic Action in Action:** Edwin organized his friends and spoke up at Town Square. What are real ways kids can make a difference in their community? (Writing letters, attending community meetings, starting petitions, volunteering.)

Music and Drama

- **Readers' Theater:** Perform the Town Square rally scene (pages 14–16) as a class. Assign parts: Edwin, his friends (chanting), the crowd, narrators.
- **Compose a Chant:** Edwin's friends chanted at the rally. Write your own class chant about something you believe in. Perform it with rhythm instruments (clapping, stomping, hand drums).
- **Soundtrack the Story:** What kind of music would play during different parts of the story? Happy music at the beginning, quiet/sad music when things get banned, triumphant music at the rally. Create a playlist or use instruments.

Media Literacy (Grades 2–3)

- **Who Decides?** In the story, individual people decided to ban things for everyone. Who gets to decide what others can read, see, or do? Is that fair? When is it okay, and when is it not?
- **Author's Purpose:** Why did Linda Ravin Lodding write this book? What does she want readers to think about? How do we know? (Refer to the Author's Note.)
- **Real-World Connection:** With teacher guidance, explore the concept of Banned Books Week (held annually in September/October). Why do librarians and readers celebrate the freedom to read?

10

Family Engagement Page

A take-home page to extend the conversation with families

Dear Families,

A note from your child's classroom

Your child is reading ***It Started with a Book Ban*** by Linda Ravin Lodding. This charming picture book tells the story of Edwin, a boy who loves reading about Martians. When books start getting banned from his school library, and then more and more things get banned in his town, Edwin learns what happens when people stop sharing ideas. He gathers his friends to speak up and bring back the freedom to read, think, and enjoy life.

This is a wonderful opportunity to talk with your child about the power of books, the importance of standing up for what you believe in, and how communities are stronger when everyone's voice is valued.

Conversation Starters

Try asking your child:

- *"Tell me about Edwin. What happened to his library?"*
- *"What kinds of things got banned in the story? Which one surprised you the most?"*
- *"What books did you love when you were my age?"* (Share your own favorite childhood book!)
- *"If something in our house got 'banned,' what would you miss the most?"*

Family Activities

- **Visit the Library Together:** Take a trip to your local public library. Let your child explore a new section or genre. Ask the librarian for a recommendation!
- **Read a New Kind of Book:** Pick a book about a culture, topic, or genre your family hasn't explored before. Talk about what you learned.
- **Family Book Talk:** At dinner or bedtime, share what you're each reading. What do you like about it? What surprised you?
- **Fair Rules Discussion:** Talk about the difference between rules that keep people safe (wear a seatbelt, be kind) and rules that take away choices. Do your family rules feel fair? Can you change them together?

For Homeschool Families

This book is a rich starting point for a full week of learning at home. Here are some extended activities:

- **Weekly Reading Log:** Read together every day this week. Record the title, time spent, and one thing you enjoyed.
- **Family Book Discussion Guide:** Use the discussion prompts from your child's guide to have a family conversation after reading.
- **Library Program:** Check your local library's calendar for story times, book clubs, or reading challenges.
- **Community Connection:** Visit a bookstore, attend a book fair, or join a community reading group.
- **Write Together:** Co-write a sequel to the story with your child. What happens the next week in Edwin's town?

Read-Together Suggestions

If your family enjoyed *It Started with a Book Ban*, try these companion reads:

- *The Day You Begin* by Jacqueline Woodson — About finding your voice when you feel different
- *Ada's Violin* by Susan Hood — A true story about creativity overcoming obstacles
- *The Word Collector* by Peter H. Reynolds — The power of words to change the world
- *Say Something!* by Peter H. Reynolds — Every voice matters; speaking up creates change

Thank you for supporting your child's love of reading!

11

Assessment and Rubrics

Tools for measuring student understanding across reading, writing, and discussion

Reading Comprehension Checklist (Grades K–1)

Use during or after read-aloud. Teacher observes and marks each skill.

Skill	Developing	Meeting	Exceeding
Can retell the story with at least 3 key events in order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can identify Edwin as the main character and describe his problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can name at least 3 things that were banned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can describe what Edwin did to fix the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can connect the story to a personal experience or opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses vocabulary from the story when discussing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading Comprehension Questions (Grades 2–3)

Students answer in writing. Answer key provided below.

1. **Literal:** What was the first thing that was banned in the story? Why was it banned?
2. **Literal:** Name three other things that were banned after the space books. Who wanted each one banned?
3. **Inferential:** How did the bans affect people who did NOT want them? Give an example from the story.
4. **Inferential:** Why did the townspeople listen to Edwin at the Town Square? What made his argument convincing?
5. **Evaluative:** The author, Linda Ravin Lodding, wrote in her Author's Note that book banning really happens. Why do you think she wrote this story? What message is she trying to share with readers?

Answer Key

1. Space books were the first things banned. Some adults thought space books promoted "anti-gravity ideas" and worried children would think they could float away.

2. The color green (Mrs. Muddle, because it made her cat irritable), birdsong (Mr. Grump, because it gave him a headache), the letter S (Katie's mom, because Katie couldn't pronounce it), the number 5, Mr. Jericho's jokes (his wife), the sun (Gilligan, because of phone glare).
3. Example: When Mrs. Muddle banned green, it affected Edwin's mom's garden and the whole town lost its color. When jokes were banned, Mrs. Muddle herself became more irritable. The bans hurt even the people who didn't ask for them.
4. Edwin reminded everyone what they were losing. He said books help us "go on adventures and bring back big ideas" and that banning things makes the world "darker, quieter, and smaller." People realized they missed the things that were banned.
5. Accept reasonable responses. Key ideas: The author wants readers to understand that banning books and ideas limits everyone's freedom; diverse stories help us learn about ourselves and each other; speaking up for what's right is important.

Discussion Participation Rubric

Criteria	4 — Excellent	3 — Proficient	2 — Developing	1 — Beginning
Listening	Actively listens and references what others said	Listens attentively to others	Sometimes distracted; needs reminders to listen	Rarely listens to others
Contributing	Shares thoughtful ideas multiple times; asks follow-up questions	Shares ideas at least once; relevant to the topic	Shares with prompting; ideas may be off-topic	Does not share ideas voluntarily
Building on Ideas	Connects own ideas to classmates' ideas ("I agree because..." / "Adding to what ___ said...")	Sometimes builds on others' ideas	Responds to direct questions but doesn't build on others	Does not respond to or build on others' ideas
Text Evidence	Uses specific details from the text or illustrations to support ideas	Refers to the story in general terms	Occasionally connects ideas to the story	Does not reference the text

Writing Rubric (Grades 2–3)

Criteria	4 — Excellent	3 — Proficient	2 — Developing	1 — Beginning
Ideas & Content	Clear opinion/narrative with strong supporting details from the text	Clear opinion/narrative with some supporting details	Topic is present but details are limited or unclear	No clear topic or opinion
Organization	Logical order with introduction, body, and conclusion	Has a beginning, middle, and end	Some organization but may be hard to follow	No clear organizational structure

Language	Uses vocabulary from the book; varied sentence structure	Uses some story vocabulary; sentences are clear	Limited vocabulary; simple sentences	Vocabulary is very basic; sentences incomplete
Conventions	Few or no errors in spelling, punctuation, capitalization	Some errors but do not interfere with meaning	Frequent errors that sometimes interfere with meaning	Many errors that make writing difficult to read

Project Rubric (All Grades)

Criteria	4 — Excellent	3 — Proficient	2 — Developing	1 — Beginning
Creativity	Original, thoughtful, and shows personal voice	Shows effort and some personal touch	Basic effort; follows directions but lacks originality	Minimal effort
Text Connection	Clearly connects to the book's themes with specific references	Connects to the book's themes in general terms	Loose connection to the book	No clear connection to the book
Communication	Message is clear, well-expressed, and engaging	Message is clear and understandable	Message is present but unclear	No clear message
Completion	All requirements met; goes above and beyond	All requirements met	Most requirements met	Few requirements met

Homeschool Self-Assessment

How Did I Do? My Reading Reflection

Color in the stars to show how you feel about each skill.

I can retell the story in my own words



I can explain what the story is really about (the theme)



I shared my opinion about banning books



I used new vocabulary words from the story



I completed my writing assignment



I connected the story to my own life



Something I learned from this book:

Student Signature: **Parent Signature:**

My Favorite Book & My Prediction

Worksheet 1 • Lesson 1: When the Shelves Went Empty

Name: _____

Date: _____

Part 1: My Favorite Book

Edwin loves books about Martians. What is YOUR favorite book? Draw it or write about it!



My favorite book is:

I love this book because:

Part 2: My Prediction

Space books got banned! What do you think will be banned next? Why?



I predict that next, _____ will be banned because:

Ban Timeline

Worksheet 2 • Lesson 2: The Bans Keep Growing

Name: _____

Date: _____

Fill in what was banned each day. Draw a picture or write about how it affected the town.

Day	What Was Banned	Who Wanted It Banned	How Did It Affect the Town?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Think About It

How did the bans make the town feel?

Did the bans only affect the person who wanted them? Explain:

My Voice Matters

Worksheet 3 • Lesson 3: Ban the Bans!

Name: _____

Date: _____

Part 1: Edwin's Message

Edwin told the townspeople: "*With books, we can go on adventures and bring back big ideas. But when we ban things, our world gets darker, quieter, and smaller.*"

What do you think Edwin means?

Part 2: What I Stand Up For

Edwin stood up for the right to read books. What would YOU stand up for? Why?

I would stand up for:

This matters to me because:

Part 3: Design Your Protest Sign

Design a sign like the ones Edwin's friends carried at the Town Square rally. Make it bold, colorful, and clear!

It Started with a Book Ban

Picture Cards & Frayer Model Graphic Organizer

What's Inside



Vocabulary Picture Cards (10 cards) — Match words to book illustrations. Cut apart for hands-on matching activities. *Grades K-1*



Cut & Match Activity — Draw a line from each vocabulary word to the scene it describes. *All grades*



Frayer Model Graphic Organizer (2 blank templates) — Definition, characteristics, examples, and non-examples for deep word study. *Grades 2-3*



Teacher Example — Completed Frayer Model for "banned" to use as a classroom model. *Teacher reference*

How to Use These Printables

These printables accompany **Section 4: Vocabulary and Concept Toolkit** of the Educator's Guide. They bring the vocabulary strategies to life with ready-to-use, hands-on materials.

Vocabulary Picture Cards

- **Print** pages 3–5 on cardstock if possible
- **Cut** along the dashed lines to create 10 word cards
- **Show** the book illustration described on each card
- **Match:** Students hold up the correct card when you show the illustration
- **Sort:** Students group cards by emotion (happy/sad) or story sequence

Cut & Match Activity


- **Print** one copy per student (page 6)
- Students **draw a line** from each word to the matching scene description
- Can be done **independently or in pairs**
- Great as a **pre-reading** (predict) or **post-reading** (recall) activity

Frayer Model Organizer

- **Print** pages 7–8 (two blank templates per student)
- Students choose a vocabulary word and complete all four quadrants
- Model with the **teacher example** on page 9 first
- Works beautifully as a **vocabulary journal** entry

Homeschool Tip

- Spread the cards on a table for a **vocabulary scavenger hunt**
- Read a page, then ask: "*Which word card matches what just happened?*"
- Use the Frayer Model as a **family activity** — everyone contributes ideas
- Make it a game: **Silly Sentences!** Use the word in the funniest sentence you can

 **Prep Tip:** For durability, print the vocabulary cards on cardstock and laminate them. Store in a resealable bag with the book for repeated use. For the matching activity and Frayer Model, standard copy paper works perfectly.

✂ Cut Along the Dashed Lines ✂

banned

(band)

When someone says you are not allowed to have or do something anymore

IN THE STORY:

Space books have been banned from the library. Edwin can't find any books about Martians, astronauts, or comets.

Find It! Look for the empty library shelves with a "BANNED" sign. Edwin looks small and surprised standing in front of them.

intergalactic

(in-ter-guh-LAK-tik)

Traveling between stars and galaxies in outer space

IN THE STORY:

Edwin loves Martian books that whisk him away on intergalactic adventures!

Find It! Look for Edwin in his green Martian costume in his bedroom, surrounded by space posters, rocket ships, and alien toys.

puzzled

(PUH-zuld)

Confused; not understanding why something happened

IN THE STORY:

Edwin scratched his head, puzzled. Why would anyone ban space books?

Find It! Look at Edwin's face in the library. His eyes are wide and confused. He's scratching his head, trying to understand.

unsettling

(un-SET-ling)

A thought or feeling that makes you worried or uncomfortable

IN THE STORY:

An unsettling thought tiptoed into Edwin's mind: if they could ban a book, they might ban anything!

Find It! Look at the page where the police officer and a man hold "No" signs. Edwin watches from the side, worried. The town is starting to change.

✂ Cut Along the Dashed Lines ✂

eerily

(EER-uh-lee)

5

In a strange, quiet, almost spooky way

IN THE STORY:

During breakfast, it was eerily quiet. The birdsong had been banned, and the morning felt strange and empty.



Find It! Look for the morning scene that feels too quiet. The colors are muted, everything is gray, and the birds are gone.

irritable

(IR-ih-tuh-bul)

6

Easily annoyed or grumpy

IN THE STORY:

Green things make Mrs. Muddle's cat very irritable, so she demanded the color green be banned!



Find It! Look for the grumpy cat! After green is banned, the whole town loses its color. The trees, grass, and traffic lights all turn gray.

sulking

(SULK-ing)

7

Being quiet and sad, almost pouting

IN THE STORY:

It seemed like even the flowers were sulking. The garden was gray and droopy without color.



Find It! Look for Edwin at the window, looking sad. Outside, the garden has lost all its color. The flowers are drooping and gray.

dazed

(dayzd)

8

Confused and not sure what to do, like being in a fog

IN THE STORY:

Dazed and confused, the townspeople looked at each other. Everything had been banned. What now?



Find It! Look for the dark Town Square scene. The townspeople are standing around looking confused and lost. The whole town is gray and gloomy.

radiant

(RAY-dee-uhnt)

Shining brightly and beautifully

 **IN THE STORY:**

The sun painted the town with a radiant glow. After the bans were lifted, color, music, and joy returned!



Find It! Look at the very last illustration! The town is bursting with bright colors. People are dancing, birds are singing, flowers are blooming. Everything glows with sunshine.

9

funk

(funk)

A sad, gloomy mood

 **IN THE STORY:**

Mr. Jericho sat on his porch in a funk. His jokes had been banned, and he had nothing left to share.



Find It! Look for the man sitting sadly on his porch. He's slumped over, not smiling. The whole neighborhood feels quiet and gloomy around him.

10

Quick Review!



Use these cards to play vocabulary games!

 **Game Ideas:**

- **Memory Match:** Make two copies. Place face down. Flip two at a time to find matches!
- **Act It Out:** Pick a card, act out the word. Can your friends guess it?
- **Story Sequence:** Put the cards in the order they appear in the story.
- **Thumbs Up/Down:** Teacher reads a sentence. Students hold up the matching card.

All 10 Words



1. **banned**
2. **intergalactic**
3. **puzzled**
4. **unsettling**
5. **eerily**
6. **irritable**
7. **sulking**
8. **dazed**
9. **radiant**
10. **funk**

*From It Started with a Book Ban
by Linda Ravin Lodding • Albert Whitman & Co.*

Vocabulary Match-Up!

Draw a line from each word to the picture it describes in the book

Name: _____

Date: _____

Directions: Read each word on the left. Read each scene description on the right. Draw a line to connect each word to the scene where you can find it in the book!

Words

1 radiant

2 eerily

3 banned

4 sulking

5 intergalactic

6 dazed

7 irritable

8 puzzled

9 funk

10 unsettling

DRAW
A
L
I
N
E

Scenes from the Book

A Edwin scratches his head at the empty library shelves

B The whole town is gray and gloomy. People stand around confused in the dark.

C A grumpy cat doesn't like the color green, so it gets taken away

D Edwin wears his Martian costume surrounded by space posters and rocket ships

E The town bursts with bright colors, dancing people, singing birds, and sunshine!

F The library has empty shelves and a "BANNED" sign on the bookcase

G Edwin watches a man with "No" signs and worries about what's next

H Breakfast time is strangely quiet. No birds, no sounds, just silence.

I A sad man sits alone on his porch with nothing to smile about

J Edwin at the window. The gray garden droops. Even the flowers look sad.

 **Answer Key (for teacher — fold under before copying!)**

1-E • 2-H • 3-F • 4-J • 5-D • 6-B • 7-C • 8-A • 9-I • 10-G

Frayer Model — Vocabulary Deep Dive

Choose a vocabulary word from *It Started with a Book Ban* and explore it!

Name:

Date:

Directions: Write your vocabulary word in the center oval. Then fill in each section to show what you know about the word!

Definition

What does this word mean? Write it in your own words.

Characteristics / Facts

What are important things to know about this word?

MY WORD

Examples

What ARE examples of this word? (from the book or real life!)

Non-Examples

What are NOT examples of this word?



Tip: Use the Vocabulary and Concept Toolkit (Section 4 of the Educator's Guide) for kid-friendly definitions and illustration clues. Look back at the book to find your examples!

Frayer Model — Vocabulary Deep Dive

Choose another vocabulary word from *It Started with a Book Ban* and explore it!

Name: _____

Date: _____

Directions: Write your vocabulary word in the center oval. Then fill in each section to show what you know about the word!

Definition

What does this word mean? Write it in your own words.

Characteristics / Facts

What are important things to know about this word?

MY WORD

Examples

What ARE examples of this word? (from the book or real life!)

Non-Examples

What are NOT examples of this word?




Tip: Try a word that describes a feeling! Words like *irritable*, *sulking*, *dazed*, and *radiant* are great choices because you can connect them to your own experiences.

Frayer Model — Teacher Example

MODEL THIS FIRST!

Show this to students before they complete their own. Walk through each quadrant together.

 **Teacher Reference Only** — Do not distribute to students. Use as a classroom model or project on the board.

Definition

When someone says you are **not allowed** to have or do something anymore.

A ban takes away a choice that people used to have. It means the thing is completely off-limits.

Characteristics / Facts

- A ban is a **rule** that takes something away
- Bans affect **everyone**, not just one person
- Bans can be about books, ideas, colors, sounds, or anything
- Sometimes bans are unfair and hurt people

MY WORD

banned

Examples

- Space books were **banned** from the library
- The color green was **banned** from town
- Birdsong, jokes, and even the letter S were **banned**
- Some real books have been **banned** from schools

Non-Examples

- Choosing not to read a book (that's a personal choice, not a ban)
- A library that doesn't have a book yet (they didn't ban it)
- A rule that keeps people safe, like "no running by the pool"
- Taking turns (everyone still gets a turn)



Teaching Tip: After modeling with "banned," have students choose from: *irritable, sulking, dazed, radiant, unsettling, puzzled, eerily, intergalactic, or funk*. Encourage students to look back at the book illustrations for examples. The non-examples quadrant often sparks the richest discussions!

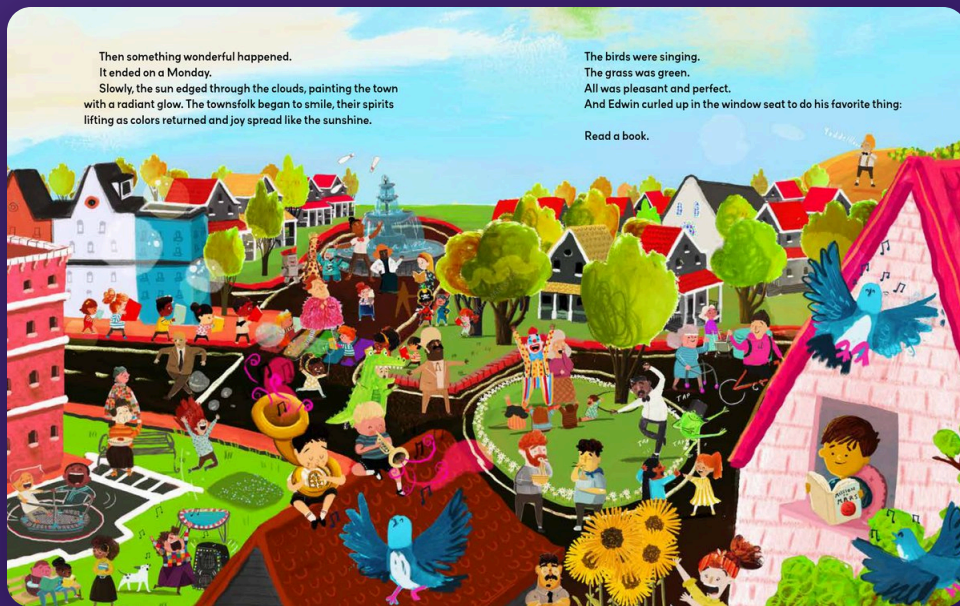
Vocabulary Words from the Story

- banned
- intergalactic
- puzzled
- unsettling
- radiant
- eerily
- irritable
- sulking
- dazed
- funk

"With books, we can go on adventures and bring back big ideas."

— Edwin, *It Started with a Book Ban*

ALBERT WHITMAN & COMPANY
albertwhitman.com



Then something wonderful happened.
It ended on a Monday.
Slowly, the sun edged through the clouds, painting the town
with a radiant glow. The townsfolk began to smile, their spirits
lifting as colors returned and joy spread like the sunshine.

The birds were singing.
The grass was green.
All was pleasant and perfect.
And Edwin curled up in the window seat to do his favorite thing:

Read a book.

*"With books, we can go on adventures and bring back
big ideas. But when we ban things, our world gets darker,
quieter, and smaller."*

— Edwin, *It Started with a Book Ban*

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