

Space Dumplins

Written and illustrated by Craig Thompson

Grade Levels: 3-6

Lexile: 390L

Synopsis: Violet Marlocke has no school tomorrow, because the school was eaten by a giant planet-eating space whale. What follows this shocking event causes her family to be torn apart, and soon her father goes missing. Violet and her two new oddball friends set out in a space trike in an attempt to save her father, and possibly the entire galaxy.

Author Website: <http://www.craigthompsonbooks.com/>

Book Trailer: <https://youtu.be/mG4P2kYLJXU>

Curricular Connections:

- Language arts: telling a story with words and pictures
- Science: Pollution/recycling, Space science, energy

Lesson Ideas:

- Art/Engineering: Challenge students to read and write about recycled materials, and use this knowledge to create a ‘recycled art fashion show’ becoming designers like Cerulean (Violet’s mom).
A full sample lesson is available:
<http://dx.cooperhewitt.org/lessonplan/materials-fashion-forward-fashion-functional/>
- Science: Whale Energy - The whales are a major source of energy in the galaxy, but they are also destructive to the space environment (whale diarrhea). Have students compare different sources of energy on our planet - how they generate electricity and what kinds of environmental hazards occur because of them. Make a chart and decide which energy source is most similar to ones provided by the space whales - providing evidence from the text.
- Physical Education: Space Junk (Chasing, Fleeing and Dodging).
Set Up:
 - Several hula hoops are scattered throughout the gym or playing area
 - 3 or 4 pieces of space junk (yarn balls, gator skin balls, beanbags, etc.) are placed in each hoop
 - 3 or 4 players are assigned to each “space junk collection hoop”
- Instructions for Play
 - The students are divided into small teams of alien “Space Junk Collectors”
 - Teams are given 1 minute to think and discuss how they want to defend their own space junk and capture other’s space junk

- The teams of 3 or 4 will simultaneously defend their space junk (beanbags, and small soft balls) and search out to steal or capture space junk from the other hula hoops
 - Players can defend and attack as they see fit
 - Only 1 piece of space junk can be stolen at a time
 - No one can step inside a hula hoop, including the defending team
 - If any attacking player is tagged by a defending opponent, he/she is rendered “frozen” and must sit down in that very spot.
 - To be “unfrozen”, a teammate must come over to the frozen player “untagged” and grab the frozen person by the arm and escort them back (connected and walking) to their “home” hoop.
 - If all of the players on a team get tagged and become “frozen”, all 3 or 4 can run and touch the 4 walls of the gym and return back to their home hoop to play again (chances are all of their space junk will have been stolen and they will have to capture some more to defend).
 - Optional: The teacher can be the “space whale” which will randomly enter a hula-hoop and toss the junk out of the hoop into space.
 - The team that has the most “space junk” at the end of a set time (5 min or so), will be declared the winning team.
 - Reset 3 or 4 pieces of space junk in each hoop and play again.
- Diamond Books: English Language Arts Elements of Story Lesson
<http://www.diamondbookshelf.com/Home/1/1/20/1282?articleID=172058>

Common Core Standards:

- CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 - CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4-ESS3 Earth and Human Activity
 Students who demonstrate understanding can:
 - 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
 [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; nonrenewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could

include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

- SHAPE Standards Addressed
Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Suggested Companion Titles:

- *Zita the Spacegirl* - Ben Hatke
- *Sardine in Space* - Emmanuel Guibert
- *Cleopatra in Space* - Mike Maihack
- *Lowriders in Space* - Cathy Camper, Raul the Third
- *Nnews* - Doug Tennapel
- *One plastic bag : Isatou Ceesay and the recycling women of the Gambia*-
Miranda Paul.

Professional Reviews:

- *Booklist* starred (08/01/15)
- *Bulletin of the Center for Children's Books* (11/01/15)
- *Kirkus Reviews* (06/15/15)
- *Library Media Connection* (03/01/16)
- *Publishers Weekly Annex* starred (09/07/15)
- *School Library Journal* (08/01/15)