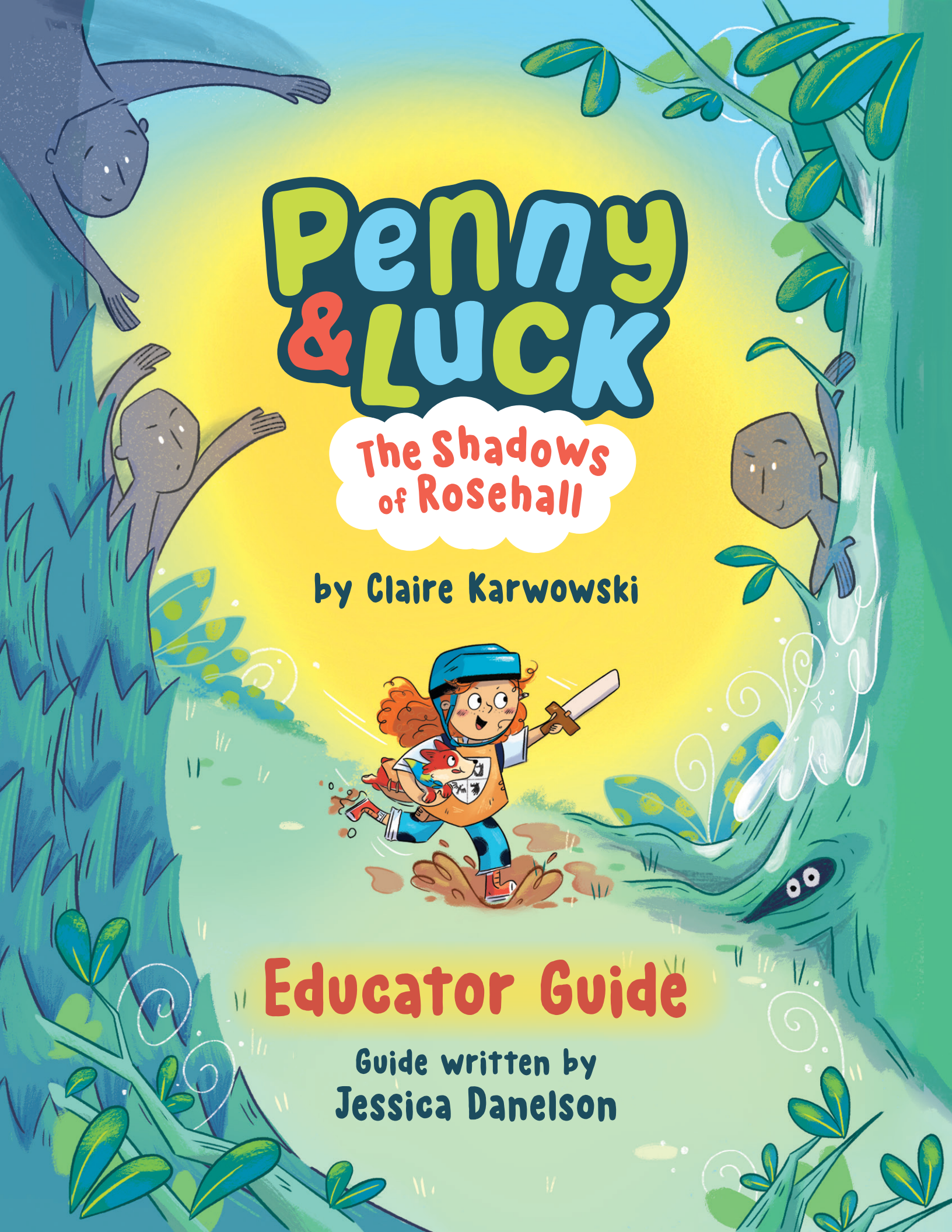




PENNY & LUCK

The Shadows
of Rosehall

by Claire Karwowski

Educator Guide

Guide written by
Jessica Danelson



About Guide Author Jessica Danelson:

Jessica Danelson holds a B.A. in Bilingual/ESL Education and is a former bilingual early childhood educator with more than a decade of experience serving young learners and supporting educators. Throughout her career she has designed curriculum, professional learning, and instructional resources that make learning engaging, accessible, and meaningful for children and adults. She currently lives in Austin, Texas, where she believes some of the best learning happens when children are encouraged to ask questions, take risks, and explore new ideas.

About Penny & Luck: The Shadows of Rosehall:



PB: 9798217309191
HC: 9798217138548

Step into a magical new world and help Penny & Luck solve a brain-teasing mystery in this action-packed STEM chapter book for grades 1-3!

Nine-year-old Penny Jones and her corgi sidekick, Luck, thought their summer would be ordinary—until a twist of magic sends them tumbling into a whole new world! **BOOYAH!**

Penny and Luck's summer plans did not include finding a secret portal in their garden or being whisked away to a magical forest, where bicycles fly and birds are as big as watermelons! But trouble is stirring, and a warrior princess needs their help to save her home from the evil Shadows . . .

As secrets are revealed, Penny soon discovers that there is more to this enchanting place than meets the eye. Can she use her inventing skills to help the princess AND get back home before time runs out?

Perfect for fans of the magical adventures and daring quests of Mary Pope Osborne's *Magic Tree House* series, combined with the humor, heart, and curiosity of Barbara Park's *Junie B. Jones* series, Claire Karwowski's debut is a whirlwind story of magic, bravery, ingenious inventions, and a whole lot of **BOOYAH**.



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Educational Standards

This book can be integrated into a variety of different areas of curricula for grades 1-3, including, but not limited to, national science, english language, and social studies standards. The following are standards alignment for grade 1 as an example:

- **Next Generation Science Standards:**

- Planning and Carrying Out Investigations

- Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- ▶ Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1),(1-PS4-3)

- Constructing Explanations and Designing Solutions

- Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- ▶ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-PS4-2)

- ▶ Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4)

- ▶ Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)

- Influence of Engineering, Technology, and Science, on Society and the Natural World

- People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)

- Obtaining, Evaluating, and Communicating Information

- Obtaining, evaluating, and communicating information in K-2 builds on prior experiences and uses observations and texts to communicate new information.

- ▶ Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2)

- Scientific Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. (1-LS1-2)





- **Common Core State Standards Connections:** *ELA/Literacy: English Language Arts standards are embedded throughout this book, and address all domains of literacy: listening, speaking, reading, and writing. For more information, reference your state educational standards. You can also reference the national **Common Core Standards for English Language Arts & Literacy K-5** for more information.*

- RI.1.1 Ask and answer questions about key details in a text. (1-LS1-2)
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)
- W.1.7 Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-PS4-1),(1-PS4-2),(1-PS4-3),(1-PS4-4)
- W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1),(1-PS4-2),(1-PS4-3)
- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1), (1-PS4-2), (1-PS4-3)

- **National Council for Social Studies: College Career and Civic Life (C3) Framework for Social Studies Standards**

- Dimension: Civics
 - D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
 - D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
 - D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
 - D2.Civ.10.K-2. Compare their own point of view with others’ perspectives.
 - D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.
- Dimension: Geography
 - D2.Geo.4.K-2 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.





- D2.Geo.6.K-2 Identify some cultural and environmental characteristics of specific places.
- D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs.
- D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places.
- D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

○ Dimension: History

- D2.His.2.K-2. Compare life in the past to life today.
- D2.His.14.K-2. Generate possible reasons for an event or development in the past.

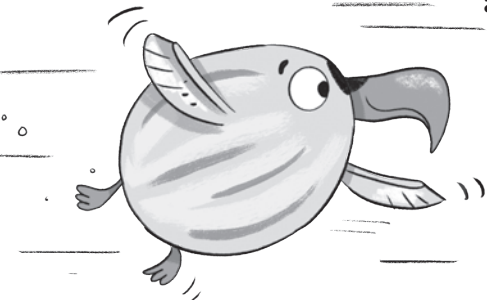
Instructional Planning & Tips

This educator guide contains reflection questions at the end of every chapter, and a cumulative project opportunity at the end of the book! Allow students the opportunity to engage with the reading throughout the story, stopping for them to share personal connections, inferences, predictions, etc. During the reflection questions

at the end of each chapter, encourage students to turn and talk with a partner first before calling on a few individuals to share with the whole group (this ensures that everyone has had a chance to share). These oracy opportunities throughout the reading strongly support early literacy in young learners by encouraging them to speak by sharing what they've learned or connected with. If there is time,

allow students to craft a written response in a reader's response notebook to one or all prompts; this is an additional opportunity to support early literacy connections.

- *Penny & Luck: The Shadows of Rosehall* is a great addition to any **Social Emotional Learning (SEL)** curricula. According to [CASEL](#), SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL opportunities are embedded throughout this lesson—especially during opportunities for student talk—so allow ample time for students to reflect, connect, and respond throughout the entire reading of the book.





Objectives

Through these exercises, students will be able to:

- discuss and explain what inventors do.
- make connections and inferences to the text.

Materials

- *Penny & Luck: The Shadows of Rosehall* by Claire Karwowski
- Writing materials (paper, notebooks, pencils, colored pencils, crayons, etc.)

Introduction

1. Show students the cover of the book and read the title aloud.
2. Before reading *Penny & Luck: The Shadows of Rosehall*, allow students time to share plot predictions with a partner.
3. Introduce an “Inventor’s Notebook” and explain that, throughout the story, just like Penny, we will be able to record our predictions, problems that Penny encounters, any evidence that she gathers, inventions that Penny creates, and also any new invention ideas of our own!
4. Adult Note: Students will be hearing dramatic words such as “BOOYAH,” “WHOA,” etc. a lot throughout the story. This is a great opportunity to associate these words with a gesture or celebration while reading, encouraging students to engage in this throughout the story. You can also use it as a call and response to gain student attention when they’ve completed each chapter’s discussion questions.

**Suggested reading pacing if reading aloud to students: 1-2 chapters during each sitting*

Chapter 1 Reflection Questions:

1. In this first chapter, we learn that Penny has many inventions. An invention is a brand-new machine, device, or process that did not exist before and solves a problem. Have you ever invented something and, if so, what was it?
2. We learned how Penny got her name and how she feels about it. Turn to the person next to you and tell them something about your name. It could be how you got your name, what you like about your name, etc.





Chapter 2 Reflection Questions:

1. In this chapter, we learn about Penny's siblings. What is your family like?
2. Penny creates a family crest: a unique symbol that represents her family, its history, and its values. What would you put on a family crest that represents your family? (If there is time, allow students to illustrate their family crests in their notebooks).

Chapter 3 Reflection Questions:

1. In this chapter, we read the following on page 28, "Her eyes scanned from John to Henry. A second ago, they'd been loud and celebratory, excited about their beach battle. Now, the boys were as stiff as statues, refusing to make eye contact with her." Why does the author say they were "stiff as statues," and how do you think Penny's brothers were feeling at that moment?
2. Penny's brothers waited until the last day of summer to complete their summer reading homework. Do you think that was a wise choice? Why or why not?

Chapter 4 Reflection Questions:

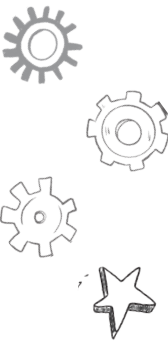
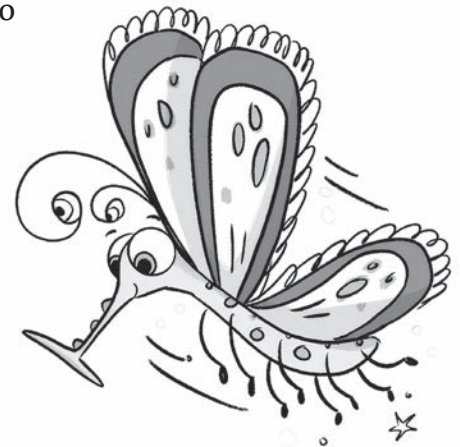
1. In this chapter, we read the following on page 36, "The hedge had once been a bright bit of explosive nature, but now it was a crispy brown reminder that a whole summer had passed without one drop of rain." What can we infer about why the hedge is "crispy brown"? What do plants need in order to survive?
2. At one point, Penny tries to "think like a scientist" to solve the problem at hand. What specific examples of her doing this did we see in chapter four??

Chapter 5 Reflection Questions:

1. At one point, Penny stops to observe her surroundings like a scientist. Observing is when you pay attention and notice little details. Why would that be helpful for Penny to do while walking in the forest?
2. At the end of this chapter, Penny encounters a girl. Who do you think this girl is and what is she doing in the forest?

Chapter 6 Reflection Questions:

1. If you could enter a magic portal that would take you wherever you wanted to go, where would you choose and why?
2. A drought is an extended period of time without precipitation such as rain or snow. What can happen to an area if it doesn't get a lot of rain for a long period of time?





Chapter 7 Reflection Questions:

1. In this chapter, Penny proposes some ideas on how Ryder can heal. What are some other things you have done to heal when you were not feeling well?
2. Why would it be better for Penny and Daya to work together to save Rosehall rather than Daya doing it by herself?

Chapter 8 Reflection Questions:

1. In this chapter, Daya shares how important roses are to her and her people. How is nature important to us in the real world?
2. Describe a time when you attended a festival or celebration. What made it special?

Chapter 9 Reflection Questions:

1. Why do you think there was a book about the Cursed Forest in Penny's workshop?
2. Why was it more challenging for Penny and Luck to travel while it was snowing? How did Penny solve this problem?

Chapter 10 Reflection Questions:

1. Penny was presented with three different paths in this tenth chapter. What did she do to help her decide which path to choose?
2. In this chapter, Penny smells jasmine and immediately thinks of a good memory. What is a smell you enjoy? Does it make you think of any happy memories?

Chapter 11 Reflection Questions:

1. Have you ever experienced the feeling of wanting to give up, but you didn't and kept going anyway? What made you continue? a time that you wanted to give up but you didn't and kept going?
2. In this chapter, Milo shares how it was an accident that the roses burned at the festival. Describe a time you did something by accident. What did you do to solve the problem that came from it?

Chapter 12 Reflection Questions:

1. Why do you think Penny referenced her notebook to read through her old ideas when she was trying to escape the tigers?
2. If you could have invented something to save Penny from the tigers, what would you have invented and why?





Chapter 13 Reflection Questions:

1. What evidence do you think Penny used to support her decision to believe Milo and think that Princess Daya was mistaken?
2. In this chapter, we learn that Milo was writing notes to Penny. Now write a secret, kind note to someone!

Chapter 14 Reflection Questions:

1. Based on Penny's plan, how do you think Penny and her new friends will distract the Shadows?
2. If you could change one thing about Penny's plan, what would it be and why?

Chapter 15 Reflection Questions:

1. In this chapter, we read the following on page 171 when Penny is sharing her plan with Luck, "'Don't get too comfy Luck,' Penny said to him. 'I kinda really need you to be the...bait.' The smile fell from Luck's face." How do you think Luck feels in that moment and why?
2. Why was it important that everyone worked together when implementing Penny's plan?

Chapter 16 Reflection Questions:

1. In this chapter, Daya learns that she was mistaken about the Shadow people and what happened at the Rose Festival. When is a time that you misunderstood someone or a situation and what did you do to resolve it?
2. In the story, Penny and Daya try to convince the king to listen. What are some ways people can be good listeners?

Chapter 17 Reflection Questions:

1. In this chapter, Penny wishes she could go back to Zollora so she can be the inventor she has always dreamed of being. Do you think she could be an inventor in her real life as well? Explain why or why not.
2. In this chapter, Penny sketches a map of Zollora. Sketch your favorite place in Zollora and explain why that place was your favorite.





OPTION 1 Penny's Inventor Workshop Challenge

Scenario

Throughout the story, Penny faces many challenges that require creativity, observation, and problem-solving. Inventors don't just have good ideas; they test, revise, and improve them. Today your team will become inventors just like Penny!

Challenge

Choose ONE challenge Penny faced in the story:

- crossing the ravine
- escaping the tigers
- traveling through the snow
- protecting Rosehall
- OR another challenge from the story

Your team must design an invention that could help solve that problem.

STEP 1: Identify the Problem

Discuss: What problem are we trying to solve?

Write it down.

STEP 2: Brainstorm

Draw at least two possible inventions.

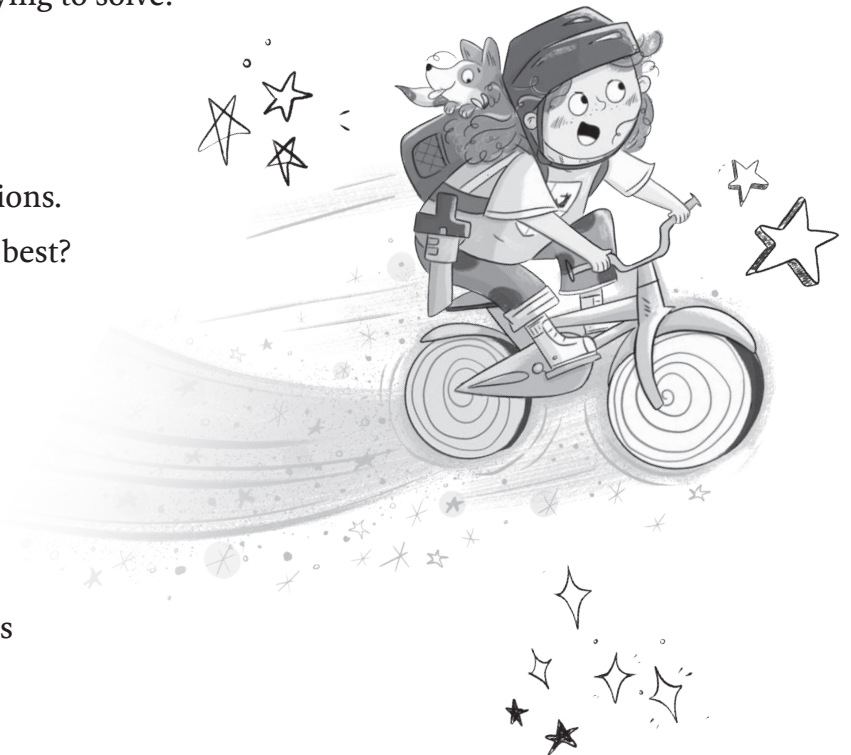
Discuss: Which idea would work best?

STEP 3: Plan

Create a labeled sketch.

Include:

- invention name
- materials
- explanation of how it works



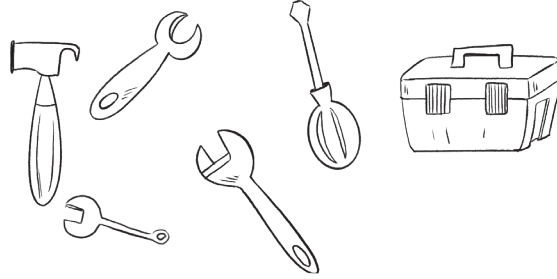


STEP 4: Build

Using teacher-provided materials, create a prototype.

Possible materials:

- cardboard
- tape
- craft sticks
- pipe cleaners
- string
- foil
- cups
- paper
- recycled materials



STEP 5: Test and Improve

Ask:

- Did it work?
- What would we change next time based on the outcome?

STEP 6: Present

Share with the class:

- the problem to solve
- the invention needed
- the materials to create the invention
- how the invention works
- potential improvements for the invention

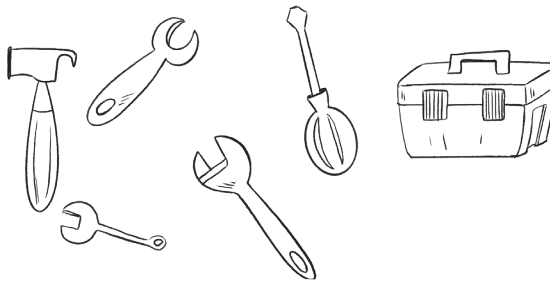




OPTION 2 Penny's Inventor Workshop Challenge: Build Penny's "Don't Stop Disco Ball"

Materials

- string
- aluminum foil
- paper cup or foam ball
- tape
- scissors
- ruler
- pencils



Student Directions

1. Create a disco ball by covering a paper cup or ball with aluminum foil.
2. Tie string around your disco ball.
3. Attach the string to a secure support.
4. Predict what will happen when the disco ball swings.
5. Test your disco ball.
6. Observe:
 - Does it move back and forth?
 - How far does it travel?
 - For how long does it swing before it comes to a full stop?
7. Change one thing:
 - make the string longer
 - make the string shorter
 - pull it back farther
8. Test again.
9. Record your observations.
10. Discuss:
 - Why do you think Penny used her disco ball idea to save her from the tigers?
 - How did understanding pendulums help Penny solve her problem?





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