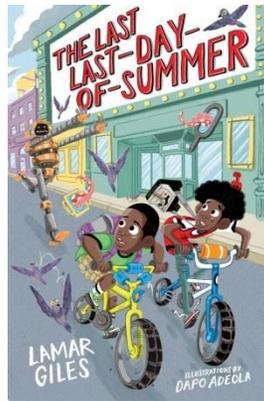


Book Guide

Milwaukee Public Library Summer Reading Program



Book Title:	The Last Last-Day-of-Summer
Author:	Lamar Giles
Illustrator:	Dapo Adeola

Recommended Audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	K5	1 st	2 nd	3 rd	4 th	5 th	6 th

Length of Time to Read:

Read aloud in short chunks (around 20-30 minutes each day until you finish the book)

Summary:

Meet Otto and Sheed Alston, a legendary pair of cousins known far and wide for their epic adventures and supernatural sleuthing skills. It is the last day of summer and time to head back to school. But when the mysterious Mr. Flux appears and literally freezes time, it's up to Otto and Sheed to figure out why robots and a giant platypus have taken over the town and stop them before it's too late.

Before Reading (Create Interest):

Open the book so students can see the front and back cover. Ask them to describe what they see in the illustrations. Invite students to make predictions about who the characters are and what might happen in the book. Ask your students if they think this book is non-fiction or fiction. Why or why not? Open up to the map at the beginning of the book. Give students a chance to look closely at the map of the town. What can they tell about the town by looking at the map?

During Reading (Discussion/Questions):

Pause while reading and take time to show the great illustrations by Dapo Adeola. Stop at suspenseful moments and ask students to predict what happens next. Encourage them to use their powers of deduction (like Otto and Sheed) to help make their prediction. In the book, Otto writes down his observations in his "Legendary Log." Give each student



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several pieces of paper and ask them to make their own “Legendary Log” (like a journal). Invite them to jot down notes or sketches as you read to keep track of important characters, events, and clues in the story. All good sleuths and scientists make observations about the world to help them figure out what’s going on!

After Reading:

Time Travel Activity

Time travel is a common theme in science fiction books like this one. Ask your students: Would you rather go forward in time or backward in time? What would you do if you could go back in time? What would you do if you could go forward in time? Using index cards, have students write about their time travel preference and encourage them to add an illustration. Work with students to arrange and display their index cards in a timeline from past to future. How many students prefer to travel to the past? How many students would rather travel to the future?

Statue Maker Game (outdoors if possible)

- Pick one student to be the “Statue Maker.”
- The Statue Maker points to another student and indicates that they should spin around. After a few seconds the Statue Maker calls out, “Stop!” Wherever the student stops they have to freeze in position like a statue.
- Once all the players have been turned into statues, The Statue Maker strolls through the “museum,” trying to see if they can make one of the statues giggle without touching any of the statues (funny noises work wonders).

STEAM (Science, Technology, Engineering, Arts, and Math) Connection:

Creative Writing Activity

Turn to page 7 where it says, “Otto’s Awesome Adventure Options.” Read the list aloud to your class and ask each student to pick one option from the list. Have each student write another adventure story for Otto and Sheed. Challenge them to include elements of science fiction in their story (time travel, extraterrestrial beings, futuristic technologies, etc.).

Cloud Activity

Otto and Sheed lay in the grass and look at clouds. Grab some paper and colored pencils and head outdoors with your students. If possible, lay in the grass and have students look up at the clouds. Encourage them to call out the shapes they see. Have students sketch a cloud formation.

Ideas for younger or older children

For older students, ask them to research types of clouds on the internet: cirrus, stratus, cumulus, altocumulus, stratocumulus, cumulonimbus. How many different types of clouds can they find? Create a chart, identifying each cloud type. During the week have your students keep track on the chart of how many of each cloud type they identify.

Additional Notes: To find other titles by Lamar Giles, check out www.lamargiles.com