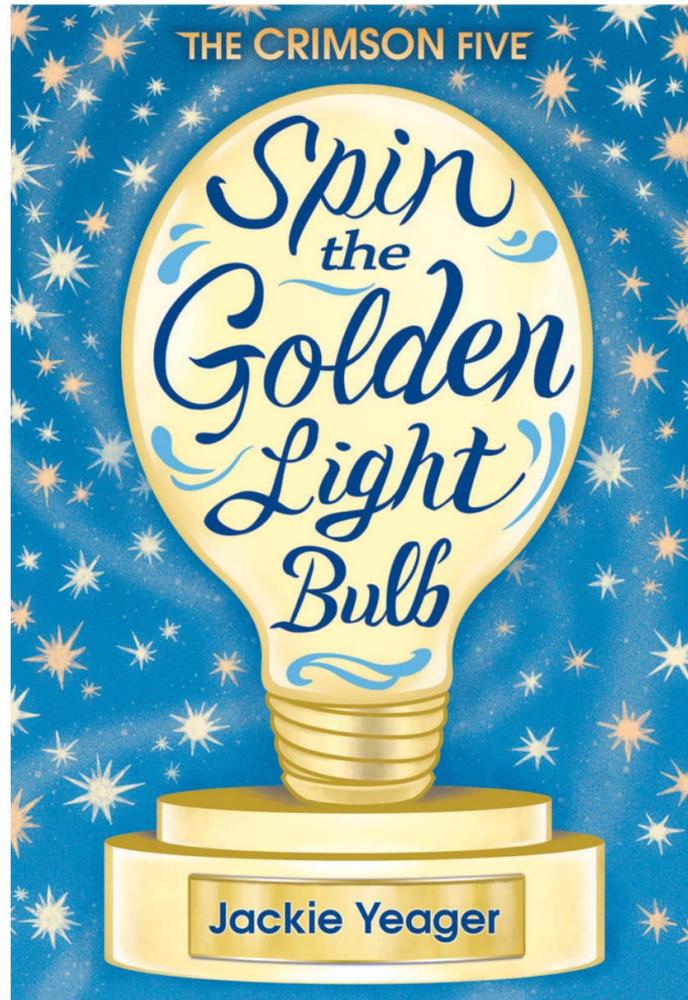


swirl & spark
Resources



Educator's Guide
Grades 3-8

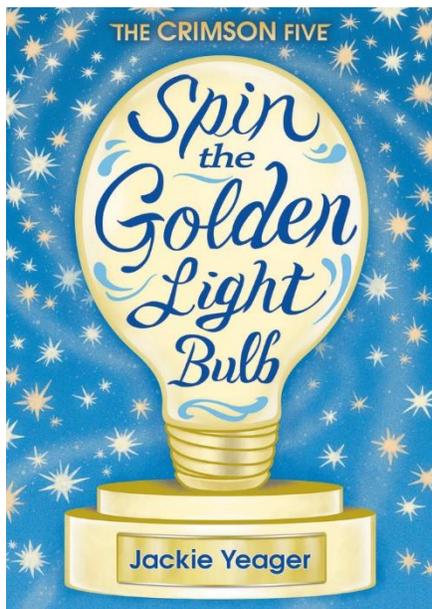
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Summary



THE YEAR IS 2071.

Kia Krumpet is eleven years old. She bites her nails (a lot), flies an aero-scooter, and dreams of building her sixty-seven inventions at PIPS, the Piedmont Inventor's Prep School.

THE EVENT IS THE PIEDMONT CHALLENGE.

A challenge in which 6th graders across the country solve intricate tasks. The winners compete in state teams to earn spots at PIPS, an academy where they can imagine, create, and invent. The rest are forced to study just one school category for all of 7th and 8th grade. (That's two whole years!)

THE PLACE IS CAMP PIEDMONT.

The most innovative camp around. But in this world full of floating playgrounds, switching bunk beds, and robotic monkey assistants, there's more at stake than

winning a golden light bulb or creating an incredible invention, and only one team with the courage to figure out what that is.

MEET THE CRIMSON FIVE.

Because sometimes it takes a friend (or four) to help make your dreams come true.

About the Author



Jackie Yeager is a middle grade author whose STEM stories inspire children to think more, work hard, and dream big. She holds a master's degree in Education and spent several years coaching Odyssey of the Mind, where her team once-upon-a-time competed at the World Finals. She lives in Rochester, NY with her husband and two kids. When she's not writing she's usually outside taking colorful pictures for Instagram or drinking a caramel latte in a cute coffee shop while dreaming up her next story. You can visit her website at www.swirlandspark.com.

Look for the other books in the Crimson Five series:

Flip the Silver Switch and *Pop the Bronze Balloon*. (Amberjack Publishing, 2018, 2020)

Prereading Activities

The following are suggested activities you can do as a class before reading *Spin the Golden Light Bulb* by Jackie Yeager.

Study the Title & Cover

What do they tell you about the book? What do you think the story is about?

Learn about the Author

Read the *About the Author* section as a class.

Watch the Book Trailer

Watch the Book Trailers at: swirlandspark.com/the-crimson-five-series/my-books/. Discuss what the book is about. Predict what challenges the main character might face.

Discuss Prior Knowledge

Make a list of any clubs or activities, inside or outside of school, where you have been competitive. Discuss as a group, the different types of competitions.

Discuss Themes

Have a discussion about competition and teamwork. What does it mean to be competitive? What does it mean to be a good teammate?

Create a *Good Teammate Handbook*

What would you put in a new teammate guide? As a class, make a list of rules that all good teammates live by.

Discussion Questions

The following questions can be used for group discussions to help your students better understand the book.

Chapter 1: Why does Kia want to win a Golden Light Bulb trophy? What will she get to do if she does? Is the story set in present time? How can you tell?

Chapter 2: What tasks do students solve in the Piedmont Challenge? Kia feels strongly about her school. Why? What does she do in her free time?

Chapter 3: There are five winners of the Piedmont Challenge. What's different about the winners this year? What news does Kia get as she leaves for Camp Piedmont? How does she react?

Chapter 4: What does Kia think of her new teammates? Who does she interact with the most? How do the Crimson Five kids travel to Camp Piedmont? Describe it in detail.

Chapter 5: Kia and her teammates arrive at Piedmont University, the site of Camp Piedmont. Describe what they see. How many kids are there? Who do they meet?

Chapter 6: When Kia, Mare, and Jillian open the door to their bedchamber, they encounter two inventions. What are they? Which teams invented them? Later, Seraphina presents the team with silver wristbands. What do they say?

Chapter 7: When Andora reveals the task for the National Finals, Kia is upset. Why? How does this affect her goal? What two inventions do Ander and Jax show the girls inside their bedchamber?

Chapter 8: Why do people use nicknames? What are some of the nicknames that Grandma Kitty has for Kia? How would Kia describe Mare? What do Kia and Mare learn about Jillian? What is Kia's first impression of Swissa, their chambermaid?

Chapter 9: At the team's first meeting Ander makes a suggestion. How do his teammates react?

Chapter 10: Why has Meeting Room 12 been transformed? Discuss the five C's: Be curious. Be creative. Be collaborative. Be colorful. Be courageous. What does it mean to *brainstorm*?

Chapter 11: The team must unanimously agree on how to present their solution to the judges. How do they decide? Discuss what it means to compromise.

Chapter 12: What emotions does Kia feel while thinking about the task? Are each of the kids eager to share their ideas with the others? Why or why not? What strategy does the team use to accomplish different jobs?

Chapter 13: What is Nacho Cheese Ball? Why do you think it's played at Camp Piedmont? What strategy does Kia use to get points for her team?

Chapter 14: What do you learn about each of the kids while they're gathering materials at the Piedmont Pantry? What does Kia think of her new nickname?

Chapter 15: Why does Jax get frustrated with Ander? What does Kia do that shows she's a good teammate? Why does Kia want to win so badly? Why does Ander?

Chapter 16: Why do you think Kia and Mare have trouble getting along? Who acts as a peacemaker on the team? What do the kids' characters and costumes tell you about their personalities?

Chapter 17: Why does Kia go to Mare for help? At Camp Piedmont, the teams work hard but they play hard too. Why is it important for them to take breaks and play Nacho Cheese Ball?

Chapter 18: Kia and Ander talk about thinking up new ideas. What is it like for each of them? Describe Gregor's and Seraphina's coaching styles? Is one better?

Chapter 19: The state teams must use skills from all six academic categories to solve the task. Give examples of the skills Kia's team uses for each one.

Chapter 20: In a surprise announcement, the teams learn there is a change to the rules of the competition. What is it? How does Kia's team react?

Chapter 21: When the team opens the shed, they are shocked at what they see. How do they react? How would you react?

Chapter 22: Who does the team blame for what's happened? Why? Do you agree? Why does Ander blame himself? Should he?

Chapter 23: Why does Kia run out of her bedchamber? How does Swissa help her? How does Kia's opinion of Swissa change?

Chapter 24: Why is Ander mad at Kia? Is he right to feel upset? How does the team come up with their new idea?

Chapter 25: Do you think Kia's mom wants the team to win? Why or why not? What does the team do to make their new solution fit their play? With so many things left to do, how do they determine who works on what?

Chapter 26: What does Gregor think of the team's new play and the Ancestor App? How is his reaction different from when he watched their original play and saw the Ghost Gallery?

Chapter 27: Why do you think there's no information about Grandma Kitty attending Camp Piedmont on the Ancestor App? What does Seraphina do to help the team feel prepared for Rehearsal Judging?

Chapter 28: Do you think what Grandma Kitty did was wrong? Why or why not? Should Kia forgive her? Why do you think Kia wrote the note to her?

Chapter 29: How does Kia feel while she's performing? What about after their performance is over? Why does the team follow Gregor? What do they overhear?

Chapter 30: Do you think the team should have told Seraphina about Gregor's phone call? Why or why not?

Chapter 31: Do you think that it was okay for the team to look up Gregor's phone records on the Ancestor App? The team agrees to let Gregor explain himself before telling Andora or Seraphina. Would you have done the same thing?

Chapter 32: Do you think Gregor was wrong to follow Principal Bermuda's orders? What could he have done instead? How do Kia and her teammates feel about Gregor after they discover why he did it?

Chapter 33: The team must create a banner for the Opening Ceremony with illustrated pictures that represent the state of New York. What landmarks do they choose? Which ones would you add?

Chapter 34: What does Seraphina do to make competition day special for the team? What does Gregor do? Describe what the kids see at the Opening Ceremony.

Chapter 35: What do the kids wear to the Night of Brightness that shows they are a team? What do they do to support each other as the results are read? Kia uses glue as a metaphore. What does she mean? What's next for the the Crimsone Five kids?

Extension Activities

The following are suggested activities students can do after reading the book.

Literature Circle

Discuss the themes of teamwork and forgiveness. What makes the Crimson Five a great team? What does it mean to forgive someone? Which characters needed to be forgiven? Which characters forgave someone else?

Discuss the themes of friendship and family. Describe Kia's friendship with each of her teammates. Kia learns something about Grandma Kitty and about her mother. Why are these revelations important to the story?

Discuss the topic of goal setting. The Piedmont Challenge inspires teams to *Think more. Work hard. Dream Big*. Why is it important to have big dreams? Why is it important to believe in yourself?

Character Study

Kia likes to tell Grandma Kitty all about the Piedmont Challenge. What would she tell her about her teammates? Write down your descriptions of each character including as much detail as you can. Which character do you relate to most? Why? For further study, describe Seraphina, Greogor, Grandma Kitty, Andora Appleonia, Master Freeman, Swissa, and Witch Girl.

Research Project

Filled with quotes, signs, inventions, and images, Camp Piedmont could be the most inspirational place on earth! Find evidence in the book that proves this is true.

Compare & Contrast

Spin the Golden Light Bulb is set in the year 2071, about fifty years in the future. Use a Venn Diagram to compare and contrast items and inventions that are used in present time and in the book.

Make an Invention List

Kia has a list of 67 inventions that she hopes to build one day. If you could invent anything what would it be? Make a list of all your incredible invention ideas.

Build a Someday Box

Kia keeps her invention list inside her *Someday Box*. Create a box using cardboard, wood, or metal and decorate it. Whenever you have an invention idea, add it to your list or write it on a small piece of paper. Keep them inside your *Someday Box*.

Play Dress Up

Recreate the costumes worn by Kia, Ander, Mare, Jax, and Jillian in their play using fabric scraps and recycled materials. Then, wear your favorite one and have a fashion show for your friends or classmates.

Write a Skit & Act it Out

Write the script for your own original skit, one continuing the story set in Crimson Catropolis, or one featuring a scene in the book re-written from a different character's point of view. Include a beginning, middle, end, a problem, and a solution. Then, assign characters, learn your lines, rehearse, and perform it for your classmates. Wear homemade costumes too.

Build an Invention

Draw a picture of something you'd like to invent. Gather craft materials, nuts & bolts, recycled items, LEGOS, or blocks, and assemble a prototype for this invention.

Visit www.swirlandspark.com

Learn more about the author and her books. Students can also email Jackie and share their thoughts about the book.

Standards Alignment

Depending on the activities completed, the following Language Arts Common Core Anchor Standards can be met.

Reading

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and

collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.