

A Common Core State Standards-Aligned
Discussion/Project Guide for Grades 1-3

The Enchanted Snow Globe
Collection: Book One

Return to Coney Island

isbn: 978-1-946101-22-8

Written by Melissa Stoller

Illustrated by Callie Metler-Smith

Published by Clear Fork Publishing

Summary: They thought it was an ordinary sleepover! When nine-year-old twins Emma and Simon shake a snow globe from their grandmother's enchanted collection, they're transported back to Coney Island on June 24, 1928. According to family legend, that's the day their great-grandparents meet on the Coney Island trolley. But if events don't work exactly as they're supposed to, the meeting won't take place and the twins might never be born. After a day of adventures - from the Cyclone roller coaster to the boardwalk arcade, and finally to the all-important trolley ride - will the twins help make it happen?

Guide created by
Debbie Gonzales, MFA



Table of Contents

Bookmarks	3
Chapter Discussion:	
Chapter 1: The Sleepover.....	4
Chapter 2: The Cyclone	4
Chapter 3: Jessie	5
Chapter 4: More Clues	5
Chapter 5: Skee-ball.....	6
Chapter 6: The Trolley	6
Chapter 7: Jack.....	7
Chapter 8: The Chase.....	7
Chapter 9: Peanuts	7
Chapter 10: Return to New York.....	8
Vocabulary Crossword Puzzle	9
Vocabulary Crossword Puzzle Answers.....	10
Vocabulary Crossword Puzzle Word Bank	11
Make an Enchanted Globe	12
Globe Pattern	13
Research The Cyclone	14
Common Core State Standards:	
English Language Arts Standards–Reading: Literature	15
English Language Arts Standards–Writing.....	15
English Language Arts Standards–Speaking & Listening	15

About the Author

Melissa Stoller is the author of the chapter book series *The Enchanted Snow Globe Collection - Book One: Return to Coney Island* and *Book Two: The Liberty Bell Train Ride* (Clear Fork Publishing, 2017 and Spring 2019); and the picture books *Scarlet's Magic Paintbrush* and *Ready, Set, GOrilla!* (Clear Fork, Fall 2018). She is also the co-author of *The Parent-Child Book Club: Connecting With Your Kids Through Reading* (HorizonLine Publishing, 2009). Melissa is an Assistant and Blogger for the Children's Book Academy, a Regional Ambassador for The Chapter Book Challenge, a Moderator for The Debut Picture Book Study Group, and a volunteer with the Society of Children's Book Writers and Illustrators/MetroNY. Melissa has worked as a lawyer, legal writing instructor, freelance writer and editor, and early childhood educator. Additionally, she is a member of the Board of Trustees at The Hewitt School and at Temple Shaaray Tefila.



Bookmarks



Chapter Discussion

Chapter 1: The Sleepover

- Describe Emma and Simon's relationship. Predict how their relationship will be important to the story.
- The word *ancestor* means someone related who has lived in the past. Tell why studying old photos would be a helpful class project research method.
- Emma and Simon used a secret knock before entering Nana's house. Why did they do so? Did the knock serve as a secret message of some sort? Explain your answer.
- Tell why Nana wishes that Emma and Simon knew her parents.
- Explain the importance of the roller coaster featured in the background of the photo. Predict why the roller coaster is important to the story.
- The word *glimmer* means a flicker or a sparkle. Examine the glimmer of light described in this scene. What does the flicker or sparkle suggest about the snow globe?
- A *mystery* is like a story puzzle. Readers must read carefully to discover clues that connect together to solve the mystery. RETURN TO CONEY ISLAND is a mystery. Predict how the snow globe's flickering light serves as an introduction to the mystery that Emma and Simon must solve.



Chapter 2 : The Cyclone

- Describe the events that took place as a result of Emma shaking the snow globe. What happened to the twins after the cyclone stopped spinning?
- One moment, Emma was holding a snow globe in her hand. In the next, she and her brother had been transported to Coney Island to face the gigantic Cyclone looming before them. The word *loomed* means huge, large, and dominating. Explore what Emma and Simon must've felt when they first saw The Cyclone.
- Do you think Emma and Simon's time transportation happened accidentally? Explain your answer.
- Discuss how time travel deepens the mysterious elements of the story.
- Simon mentioned that one of the girls in the group looks familiar. Emma agreed with him. Explain how such familiarity would be possible.
- The word *coincidence* is defined as an accidental happening, something that is unplanned, that happens by chance. Do you think that Simon and Emma's recognition of young Jessie happened by accident? Or, do you think that their trip to historic Coney Island was meant to be, in some way? Explain your answer.



Chapter 3: Jessie

- Explain why it is important for Emma to record the clues she observed. Tell why these clues are essential to making a connection with their great-grandparents when they were young.
- If people in 1928 did not have cell phones, how did they communicate? Tell what methods they used to talk with others, take pictures, and record messages back then.
- Tell why it is critical for Simon to return with tickets to ride the Cyclone quickly.
- What does Simon's distracted behavior reveal about his character. Describe his personality.
- What does Emma's attention to detail reveal about her character? Describe her personality.
- The Cyclone measures 85 feet high at the uppermost point, which is equivalent to a stack of five giraffes, or eight elephants, or twenty-one hippos high. Knowing this, explain why an adventurous boy like Simon would find the Cyclone to look like a scary ride.
- Examine reasons why Emma and Simon are willing to risk riding on a roller coaster that travels at 60 miles-per-hour.
- The Cyclone was built in 1927, close to one-hundred years ago. And yet, it is still one of the main attractions on Coney Island. Predict why this is so.



Chapter 4: More Clues

- A *clue* is defined as information, evidence, and proof. Clues are facts to be used to solve a mystery. Review the list of clues Emma gathered in effort to solve the mystery of finding her great-great-grandmother. Identify the clues that provide information about who Jessie is and what she is like.
- The word *infer* means to believe, understand, and figure out. Discuss how Emma used the clues she gathered to infer that Anna will respond to them in a positive way.
- Discuss how all of the clues are “pointing in one direction.” Identify which direction that may be.
- Examine how all of the clues identifying the date, Jessie's age, and location point to an important time in Emma and Simon's family history.
- Explain why the Cyclone's construction date is another important clue to consider when solving the mystery.



Chapter 5: Skee-Ball

- In historic Coney Island, Emma and Simon are strangers to Anna and Jessie. However, in real time, they are connected as family members. Discuss how these facts adds depth and tension to the story.
- Explain how playing skee-ball gave Emma and Simon an opportunity to “spend more time” with Anna, Pauline, and Jessie.
- Referring back to early pages of the story, tell how Nana’s wish for Emma and Simon to know their great-grandparents is coming true. (pg. 5)
- Tell why Simon chose to give his extra skee-ball tickets to Anna. How does doing so help build a relationship with Jessie.
- Consider how sharing experiences such as riding the Cyclone, playing skee-ball, and traveling on the trolley with young Jessie in historic Coney Island will help Simon and Emma write an interesting, detailed report about their ancestors.
- Discuss how Jessie’s peanut shell tossing serves as the ultimate clue proving the fact that she and Jack are Emma and Simon’s ancestors.



Chapter 6: The Trolley

- Consider the magic of this moment. Past and present connected in glance. Emma gazed into the eyes of her ancestor. Jessie looked into the face of the future. Describe what Emma’s “chill” must have felt like.
- Consider how Anna’s day was *special*. List the things that have happened and will happen that made it so. Define the word *special*. Tell what the word mean to you.
- Compare and contrast each character’s perspective. Identify how the two points of view are similar and different from one another.
- The word *foreshadow* means to predict, hint, or to suggest events that will happen in the future. Determine how Jessie’s recollection of her father’s encouraging words serve as foreshadowing of the much anticipated meeting on the trolley that Emma and Simon are waiting for.
- If Jessie is Emma and Simon’s great-grandmother, what relation is her Papa to the twins? Is he an ancestor, too? Explain your answer.



Chapter 7: Jack

- Notice Jack’s reaction to Jessie’s presence. Predict what his actions reveal about his feelings about Jessie.
- Explain why Jessie continued to stare in Jack’s direction.
- Later in the chapter, Emma suggests that Jack must be shy. What actions suggest that he might be shy?
- Analyze Jessie’s behavior. Does she seem shy or confident? Explain your answer.
- Explain why Jessie not having peanuts is a problem. Does Jessie realize she has a problem? How so?
- Once Simon realizes there is a problem, he turns to Anna. He asks her where the peanut man is, but doesn’t tell her why. Predict what Anna’s reaction would be if he told her why Jessie needed to have peanuts to throw.
- Are the events Emma and Simon are witnessing taking place in the future or in the past?
- Discuss the twins’ role in the scene. Are they watching Jessie and Jack or are they part of the action taking place? Explain your answer.
- Is it important that the specific details of the Jessie and Jack story are correct? What would happen if they were not? Explain your answer.

Chapter 8: The Chase

- Considering that Jessie is actually the twins’ great-grandmother, explore the lasting value of the advice she’s given them.
- Identify which ancestor first said the encouraging phrase, “Make good things happen.”
- The book RETURN TO CONEY ISLAND was inspired by a true event that happened in the author’s family. Consider Ms. Stoller’s message in the book’s dedication. Make a connection between the inspiration for the story and the author’s message to her readers.
- What does embracing a phrase such as this reveal about the character of this family – past, present, and future? Explain your answer.
- Examine Emma’s role in this scene. Notice how, first, she looks to Simon and then turns to the sisters. Consider how she is the center of the action. Explain how it is up to her to “make it happen.”
- Explain how the twins’ entire family history depends on this moment.

Chapter 9: Peanuts

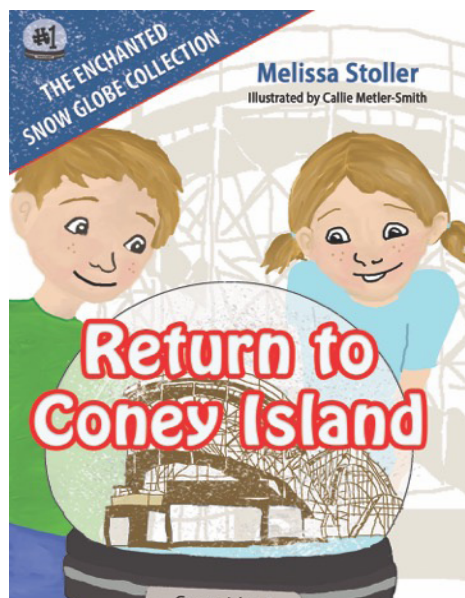
- The word *persistence* means determined, focused, and steady. Consider how Jessie demonstrated persistence in the scene. What was the result of her actions?
- Jack wore a “broad smile” when he first spoke to Jessie. What does the smile reveal about his feelings for Jessie.
- Predict what Emma and Simon felt in this moment while observing their great-grandparents meeting each other this way.
- Examine the twin’s role in bringing Jack and Jessie together. Would they have met if Simon and Emma had not intervened? Explain your answer.



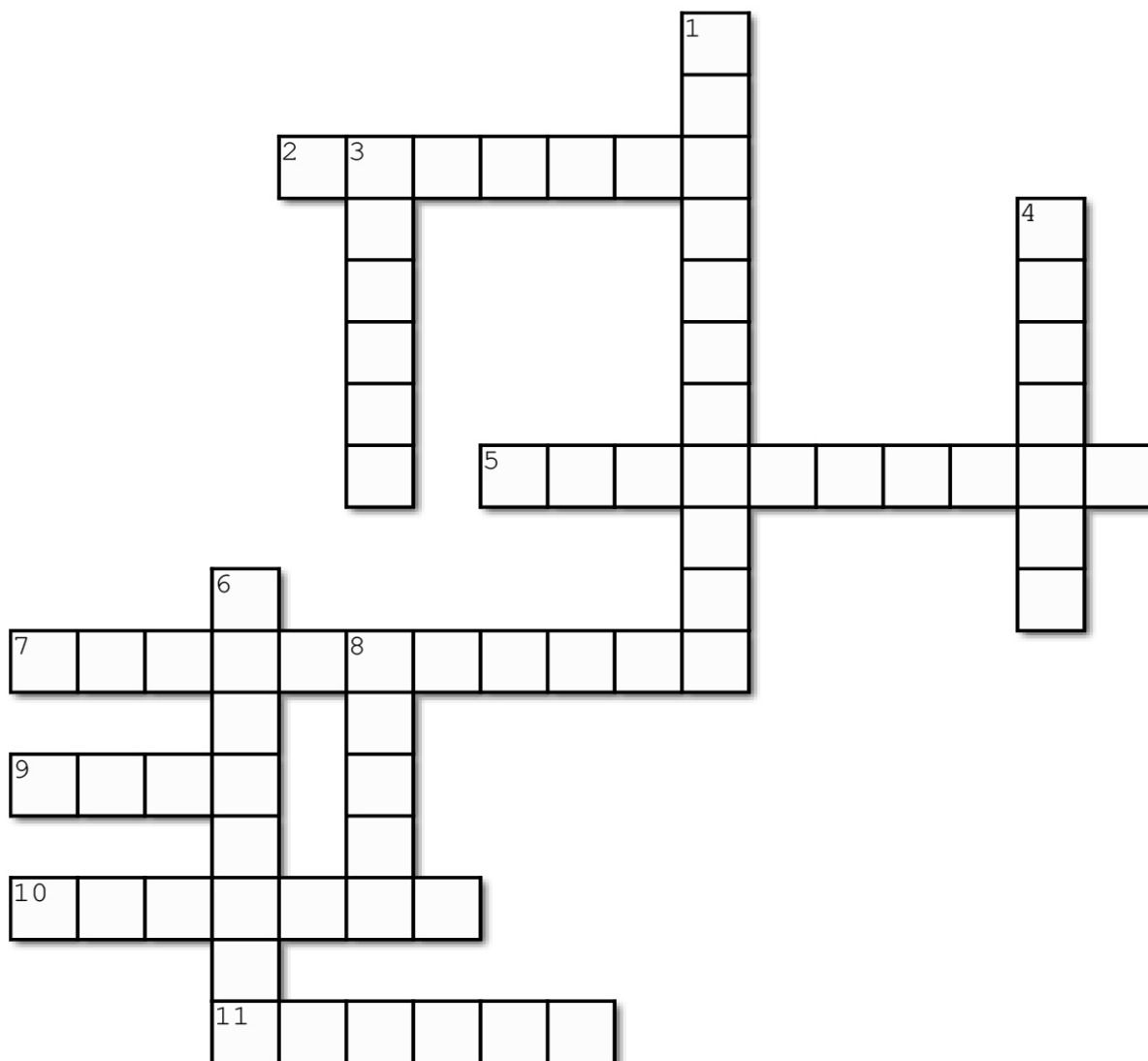
- Consider how the entire story is summed up in this moment, when ancestors make a connection with family members they've never met.
- Review the chain of events that led to Jessie and Jack's meeting. Discuss how both Simon and Emma worked together to "make good things happen."
- How have Emma and Simon changed as a result of their time-travel adventure?

Chapter 10: Return to New York

- Explain why Emma did not tell her parents about time-traveling to historic Coney Island.
- Make a connection between Nana's comment above and the twins' ancestors. Who was the first to say those words? Is making "good things happen" a practice that is shared throughout all generations? Explain your answer.
- The word *return* means to go back somewhere, and to repeat something. The title of Chapter 10 is 'Return to New York.' It is clear that Simon and Emma returned back to Nana's house after their adventure. Notice that the title of the book is RETURN TO CONEY ISLAND. Who returned to Coney Island and why?
- Predict why Emma was still carrying the purse she had while in Coney Island. Could it be that she be 'returning' to another place sometime soon? Explain your answer.



Vocabulary Crossword Puzzle



Across:

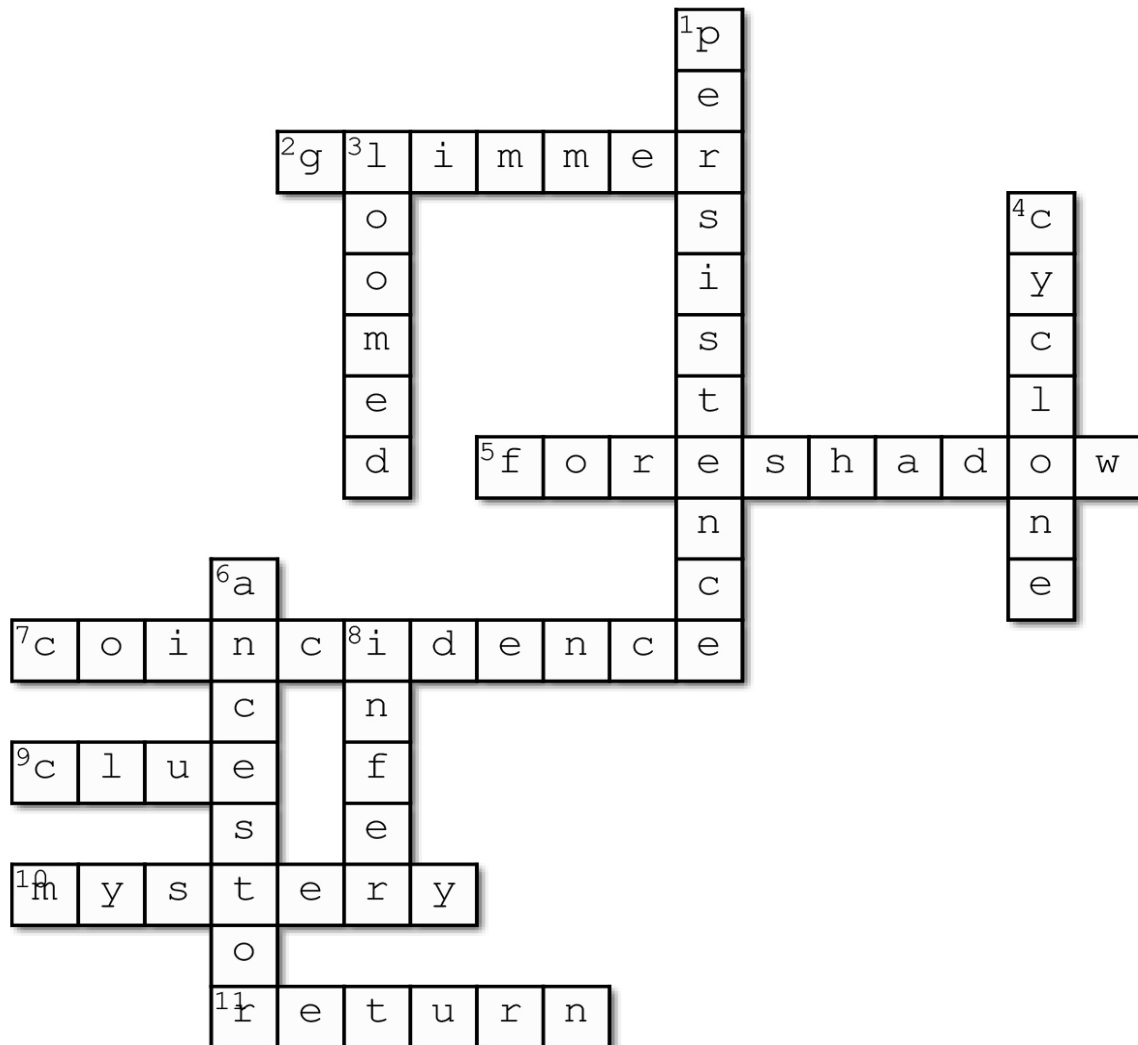
- 2. A flicker or a sparkle
- 5. Predict, hint, or suggest events that will happen in the future
- 7. An accidental happening, something that is unplanned, that happens by chance
- 9. Information, evidence, and proof
- 10. A story puzzle
- 11. Go back somewhere, to repeat something

Down:

- 1. Determined, focused and steadiness
- 3. Huge, large, and dominating
- 4. Famous roller coaster
- 6. Someone related who lived in the past
- 8. Believe, understand, and figure out



Vocabulary Crossword Puzzle Answers



Across:

2. A flicker or a sparkle
5. Predict, hint, or suggest events that will happen in the future
7. An accidental happening, something that is unplanned, that happens by chance
9. Information, evidence and proof
10. A story puzzle
11. Go back somewhere, to repeat something

Down:

1. Determination, focused and steadiness
3. Huge, large and dominating
4. Famous roller coaster
6. Someone related who lived in the past
8. Believe, understand, and figure out



Vocabulary Crossword Puzzle Word Bank

ancestor

clue

coincidence

cyclone

foreshadow

glimmer

infer

loomed

mystery

persistence

return



Make an Enchanted Globe

Materials:

- Globe Pattern (Guide, pg. 13)
- A clear plastic plate (6 inch in diameter)
- Pencil
- Cardstock
- Scissors
- Sheet of construction paper
- Sparkling confetti (available at local party stores)
- Glue or a glue gun
- Tape



Procedure:

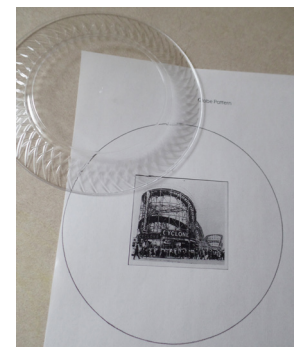
- Print Globe Pattern (Guide, pg. 13) on cardstock.
- Use scissors to trim on the designated vertical line forming the snow globe base.
- Place plastic plate on top of the Cyclone graphic, centering the image as best possible.
- Use pencil to trace around the circumference of the plate.
- Use scissors to trim around the pencil line.
- Place a pinch of confetti in the center of the plate.
- Glue around the circumference of the plate.
- Place image on the glued circumference of the plate.
- Allow for time to let the snow globe dry.
- Create a base by creating a circular band with the base strip. Tape the edges together. Fold band to create a base for your globe.
- To display your snowglobe, place it inside base. (You may need to prop it up against a wall to assure that it won't tip over.)
- Shake snowglobe to enjoy the shimmering glitter of the confetti surround the historic image of The Cyclone!



Supplies



Globe base



Trace plate



Pinch of confetti



Globe Pattern

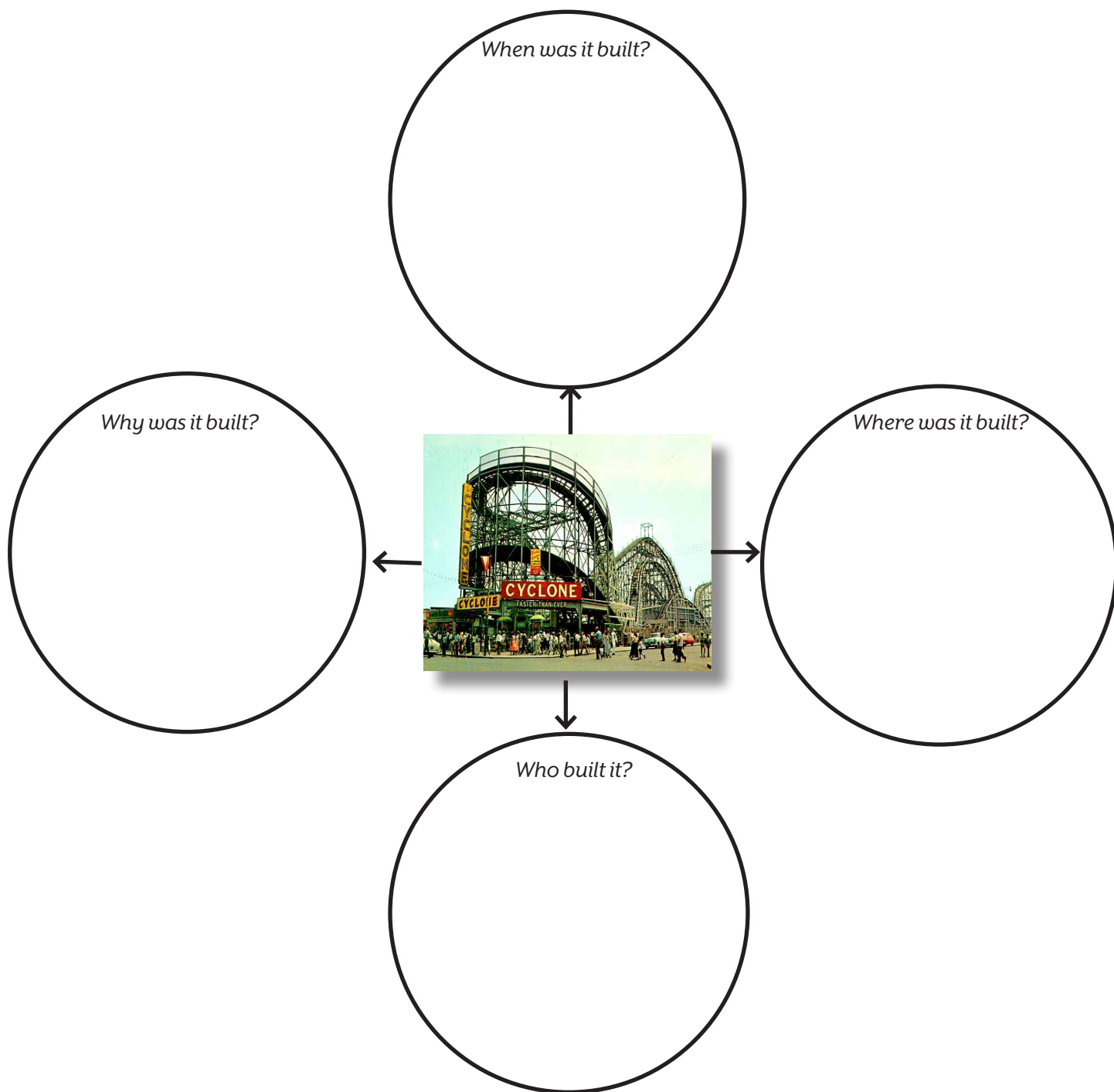


trim along this line to create a base for your snow

The Cyclone
Coney Island, New York

Research The Cyclone

Use the template below as a guide to research facts about The Cyclone. Make notes of the information uncovered in the spaces provided. Add additional facts of interest. Write and illustrate an informative essay about the historic roller coaster. Share your work with the class.



Common Core State Standards

		Discussion	Vocabulary	Make a Globe	Research
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	•			•
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	•			
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	•	•	•	•
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•			•
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	•			
CCSS.ELA-Literacy.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	•			
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	•		•	•
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	•			
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	•			
CCSS.ELA-Literacy.RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	•			
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	•	•	•	•
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.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.				•
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				•
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				•
CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.				•
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				•
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.				•
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•			•
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			•	•
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•			•
CCSS.ELA-Literacy.SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			•	•
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	•	•	•	•
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				•

