



A STANDARDS-ALIGNED EDUCATOR'S GUIDE

BroomMates



ABOUT THE BOOK:

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There's room for improvement when witchy sisters Mathilde and Malin share a broom, and a room! One's bright and airy, the other dark and scary! Each sister knows exactly how they should decorate. Unfortunately, their disagreement ends in disaster and a broken broom. Will they ever find a way to meet in the middle?

ABOUT THE AUTHORS:

Kids will enjoy the silly antics that unfold in this rhyming witchy sibling rivalry.

Brenda Reeves Sturgis is an award-winning, multi-published author, including *Still a Family*, a book that was named a top 100 picture book by the NY Public Library. When Brenda is not busy writing (rhyme makes her heart sing) she enjoys spending time with her family in Maine.

Lynne Marie is an award-winning, multipublished author. She's the Director of RateYourStory.org and ThePictureBookMechanic.com, an Editor/Columnist at www.writeforkids.org, and a co-host at www.seasonsofkidlit.com.



ABOUT THE ILLUSTRATOR:



Nico Ecenarro is an illustrator from Rhode Island. He enjoys drawing stories of adventurous kids being their curious selves, from the quiet or odd moments to the world-saving kind. *Broommates: A Brewing Boundary Battle*, is Nico's picture book debut. You can learn more about Nico at www.nicoecenarro.com/

PRE-READING DISCUSSION QUESTIONS:

Observe the front cover.

- Right away you see two characters, what do you notice about them?
- This book is described as a "brewing boundary battle," what do you think means?
- Make predictions about what you think might happen in this story?

Flip through a few pages of the book.

As you take time to preview this book, what do you notice right away? What do you think this story is going to be about?

Do you have any siblings, family members, or friends who are different from you?

How does that impact your relationship with them?

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POST-READING DISCUSSION QUESTIONS:

***In a creaky rundown house,
in an itty bitty room,
live witchy mismatched sisters,
forced to share a broom and a room.***

- Look at the first few lines of the story, how does the author introduce the problem right away? How does that pull you into the story?
- Think about the beginning of the story, what advice would you give to Matilda and Malin to help them solve their problem?
- Compare and contrast Matilda and Malin. How do their differences cause tension?
- In this story, the author uses rhyme and rhythm. Why do you think the authors chose to write in this way?

***One liked colors, one liked black,
they never could agree.***

- In this story, the sisters use magic. How do Matilda's and Malin's approaches to using magic reflect their personalities?
- Notice the illustrations in the story, the illustrator uses cartoon style drawings. Where do you see this? How does it add to your enjoyment of the story?

***One sister wanted glitter,
while her sibling wanted gloom.***

- Why did the author refer to their mom as a "Mummy"?
- Onomatopoeias are words that sound or look like they make sound. Where do you see this in the story?
- Pay close attention to the illustrations, do you see a battle being played out by anyone else? If so, who?
- How does the destruction of the room serve as a turning point in the story?

***And in a crooked corner,
lay their battered,
broken broom.***

- What does the tandem bike symbolize about the sisters' relationship at the end of the story?
- What lesson do Matilda and Malin learn? How is this lesson reflected in their actions at the end of the story?
- How have the sisters shown growth? Think of a time you've shown growth, how did you feel afterward?

EXTENSION ACTIVITY:

Ask students to gather a collage of images. They can pull images from magazines, newspapers, printing images, or even draw their own. Provide students a piece of paper and show them how to draw a room using depth perception. Have students decorate the page to create the room of their dreams!

Encourage students to be creative, let them know there are no boundaries when it comes to this design. When completed, hang students' room designs throughout your classroom. Have a gallery walk and allow students to look at each other's masterpieces! See if students can spot similarities and differences amongst each others' styles.



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Common Core State Anchor Standards Alignment:
Reading: CCSS.ELA-Literacy.R.1, R.2, R.3, R.7, R.9
Writing: CCSS.ELA-Literacy.W.1, W.3, W.4, W.5, W.9
Speaking & Listening: CCSS.ELA-Literacy.SL.1, SL.2, SL.3, SL.6

