

A TEACHER'S GUIDE FOR **FART QUEST**

FOR USE
WITH COMMON
CORE STATE
STANDARDS

ABOUT THE BOOK

Jam-packed with potty humor, feats of bravery, and magical friendships, *Fart Quest*, by the bestselling author Aaron Reynolds and illustrator Cam Kendell, is perfect for every young hero who is looking for a wild adventure.

After their masters are vaporized in a goblin battle gone bad, Fart, Pan, and Moxie—three lowly apprentices—decide to impersonate their mentors and pick up the mantle as heroes of the realm. But they need more than a fancy robe, magic staff, and book of magial beasts to be real heroes. They need a quest!

So when the Great and Powerful Kevin puts out a call for help seeking the coveted golden llama and its magical golden gas, young Fart and his friends jump at the chance and embark on the journey for which they were destined.



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USING THIS BOOK IN YOUR CLASSROOM

This guide is designed to help you incorporate *Fart Quest* into a standards-based curriculum. It contains pre-reading activities, discussion questions, and post-reading activities. These activities and questions are aligned with the four strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy: Reading, Writing, Speaking and Listening, and Language. The standards listed throughout this guide reflect the standards for grade **four** but the activities and questions can be adapted for grades **three through seven**.

This book can be used in many instructional contexts, including small groups, book clubs, independent reading, or as part of a genre study on quest narratives. Students should be encouraged to keep their work in their reading notebooks or folders and bring them to reading conferences and group meetings to support their discussions.

This guide is intended to support your classroom instruction. You know your students better than anyone else. Please adapt the activities and questions as needed to meet the needs of your students. We hope that you and your students enjoy this engaging book!

PRE-READING ACTIVITIES

What is a Quest?

When introducing *Fart Quest* to students, tell them that the three main characters are going on a quest. A quest is an adventure tale about a character or characters who set out on a journey to achieve a goal and who must meet and overcome a series of obstacles along the way in order to be successful. Have students generate a list of examples of quests found in fiction, folklore, myths, movies, and games, then create a class chart with their responses. Display the graphic organizer, “Elements of a Quest” (Appendix A), on the SMART Board or document camera and use “Hansel and Gretel,” or another example students are familiar with, to model how to outline the elements of a quest in this story.

Each student then chooses another example from the list and uses the graphic organizer to create an outline of the quest in that narrative. Provide an opportunity for students to share their outlines with other students in small groups or with the whole class. Encourage them to compare and contrast the similarities and differences in these different quests.

Tell students to complete the graphic organizer for *Fart Quest* as they are reading the story.

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

CCSS.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

Magical Creatures

Introduce the main characters in *Fart Quest* to students: Pan, an elf training to be a monk; Moxie, a dwarf in training as a warrior; and Bartok (known as Fart), an apprentice mage. Tell students that during their quest these characters will encounter many magical creatures who will try to stop them from achieving their goal. Have students generate a list of magical creatures they are familiar with from fiction, myths, folktales, movies, and games, then list them on a chart. They should add other creatures to the chart as they read the story.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

DISCUSSION QUESTIONS

1. Authors often include backstories for characters to provide the reader with important information about their backgrounds and to set the context for the story. What do we learn about the backstories of Fart, Pan, and Moxie in chapters one through four? How are they similar? How are they different?
2. Why is Krakentop Academy's Hero Wilderness Training important for apprentices? What event causes a disruption in training for Fart, Pan, and Moxie?
3. What is Fart's plan for the apprentices after their masters are killed? How does he convince Pan and Moxie to go along with his plan?
4. Fart believes that if he and the other apprentices dress in their masters' robes and use their tools and weapons they will become powerful heroes. Do you think appearance is a good indicator of a true hero? Why or why not?
5. Pan thinks Fart doesn't take his gift seriously. Why do you think this makes her angry? Why do you think Fart turns everything into a joke?
6. What do the three apprentices seek on their quest? What obstacles and dangers do they face on their journey?
7. What new friend do they meet along the way? How does he prove that he is a true friend?
8. Explain how teamwork and trust are necessary for the young heroes to be successful in their quest. Cite specific examples from the story to support your answer.
9. During their journey, the three friends learn that appearances can be deceiving. What are some examples of this in the story?
10. Pan's definition of a hero is someone who helps people who can't help themselves. Do you think Fart agreed with this at the beginning of their quest? What about at the end? Explain your thinking.
11. After Fart defeats the two-headed ogre Tim and Steve, TickTock tells him that he doesn't need to fit into his master's robes anymore. What does he mean by this?
12. Fart wants to be known as Bartok the Brilliant throughout the quest. Yet when Moxie introduces him by this title to the villagers of Taterhaven at the end, he responds, "No, I am Fart." What does this tell us about how the quest has changed him?
13. How do the three heroes say goodbye to their masters? Why do you think it's important for them to do this?
14. What do you think is the most important thing the three friends gained on their journey? Explain your answer.
15. The last chapter in the book suggests that the three heroes' adventures are not over. What do you think might happen in a sequel to this book?

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCCS.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

POST-READING ACTIVITIES

The Quest

Bring students together as a class or in small groups. Start a discussion by having them recall the elements of a quest and refer them to the examples of quests they generated prior to reading the book. Have students use the graphic organizers they completed for *Fart Quest* to summarize the story and compare and contrast it with other quests from their list.

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Character Development

Remind students that we learn about characters by analyzing their thoughts, words, and actions, and by how other characters interact with them. Characters develop and change during a story based on the experiences they have. This change is especially evident in a quest story. Have them take a few minutes to quietly reflect on what *Fart* was like at the beginning of the story and what he was like at the end. Distribute the "Character Development" graphic organizer (Appendix C) to students and have them complete it with a partner or in small groups, emphasizing the need to provide specific evidence from the book to support their ideas. This activity can be used with other books the students are reading.

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Author's Message

Give students the following writing prompt: While Aaron Reynolds includes a lot of potty humor and funny dialogue in this book that make it entertaining to read, he also explores important themes about life. What do you think the author's message is in this story? Write a paragraph stating your thesis and support it with details from the story.

Allow time for students to share their responses with others, reminding them that authors often convey more than one message in a book. Encourage students to ask one another questions and to cite evidence from the story to support their opinions.

CCSS.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

AUTHOR'S MESSAGE (CONTINUED)

CCSS.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Class Book of Magical Creatures

Remind students that Moxie uses *Buzzlock's Big Book of Beasts* to identify strange creatures the heroes encounter during their quest. Refer students to the class's magical creatures chart and have them add any creatures from the story that may not have been included. Have students choose a creature that interests them and conduct research on this topic. They can use the template (Appendix B) to create an entry for the "Class Book of Magical Creatures." Provide time for students to present their entries to the class and encourage them to read an excerpt from a story or a description from a movie or game about this creature. Compile their entries into a class book and display it in the classroom library along with other books that contain magical creatures.

CCSS.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Comic Strip Quest Narratives

Have students write their own fantasy quest narratives in the form of a comic strip. They should include in their stories some of the magical creatures from their class book. Share a few examples of narrative comic strips with them, pointing out how each panel has to convey important information and move the story forward at a rapid pace. Talk about how the words and illustrations complement each other and the importance of dialogue in revealing what characters are like. Display a chart of the elements of a traditional narrative structure (introduction, rising action, climax, falling action, and resolution) and explain each element. Students can use the "Elements of a Quest" outline (Appendix A) to plan their story and a comic strip template to create their final product. Create a simple rubric with students to guide and evaluate their work. Provide opportunities for students to offer one another feedback during the writing process.

Display students' final products around the classroom for a gallery walk.

CCSS.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 here.)

This guide was written by Barbara McLaughlin, M.Ed., M.A., literacy consultant and former senior program director for elementary ELA in the Boston Public Schools.

APPENDIX A: ELEMENTS OF A QUEST

TITLE	
CHARACTERS (Who is going on the quest?)	
DESTINATION	
GOAL (What are they seeking?)	
REASON (Why do they need this?)	
OBSTACLES (What challenges do they face along the way?)	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
OUTCOME (Were they successful?)	
LESSONS LEARNED (What knowledge did they gain from their experiences?)	

APPENDIX B: CLASS BOOK OF MAGICAL CREATURES

Student name	
Name of the magical creature	
Illustration	
Origin of the magical creature	
Description of the magical creature's special traits and powers	

APPENDIX C: CHARACTER DEVELOPMENT

We learn about characters by analyzing their thoughts, actions, and words. When we read, we should notice what a character is like at the beginning of the story and then again at the end, and think about what happened during the story to cause these changes. Use the organizer below to explain how Fart changed throughout the story.

What words or phrases describe Fart at the beginning of the story?	<i>Cite evidence from the story to support your analysis.</i>
What words or phrases describe Fart at the end of the story?	<i>Cite evidence from the story to support your analysis.</i>
What happens during the story that leads to these changes?	<i>Cite evidence from the story to support your analysis.</i>