Read to Them®
Creating a Culture of Literacy in Every Home™

Activities for
Zoey and Sassafras: Dragons and Marshmallows (2017)
by Asia Citro

Before the book

1. Teasers – During the days leading up to the kickoff, use these teasers to build curiosity:
    - Open your morning announcements with a "magical tinkling sound" like the barn's magic doorbell
    - Have teachers wear Thinking Goggles a few days before the kickoff assembly
    - Decorate the main hallway with science-themed pictures like microscopes, beakers, test tubes, etc.

Throughout the book

2. **Read to Them** provides digital resources for this book. To access Kahoot quizzes and Flipgrid prompts, see the *Kahoots and Flipgrid* pdf document or go to the **Book Resource Page** for *Dragons and Marshmallows.* (If you do not have a copy of the *Kahoots and Flipgrid* pdf document or need the login and password for your Client Portal, contact the person running your **Read to Them** program.)

3. **Science Journals** (Science) – Zoey's science journal is a big part of *Dragons and Marshmallows*. Create journals out of stapled paper for students to write down their guesses, hypotheses, observations, materials, and conclusions. For each chapter, we will give you some ideas of prompts for their science journals. But, feel free to add your own ideas!

4. **Butterflies** (Science) – Many commercial businesses sell mail-order caterpillars and habitats so you can raise your own butterflies. It takes a couple of weeks to go from caterpillar to butterflies that are ready for release, and the process is fascinating to watch. So if you are reading *Dragons and Marshmallows* in the spring, this project could coincide with your reading event. Students can write their observations in their Science Journals. Then, when the butterflies are ready, you can release them on the playground. It might be hard to let them go, just like it is hard for Zoey to let Marshmallow go, but they need to fly free.

5. **Chapter Chat** (Language Arts) – Draw an * beside your favorite part each night as you read together. Share that part the next day with a partner in class. Explain why you picked that part.

6. **Favorite Part Pantomime** (Drama) – Have small groups of students act out (no words) an important scene from the story. Students in the audience must figure out which scene is being portrayed.

7. **Roundabout Retelling** (Drama) – Select an important scene for recall. Assign a small group the challenge of explaining the scene. To retell a particular scene or chapter, have students take turns contributing only a few words at a time. This forces the students to listen to what is being said and further the retelling with a few pertinent words. This could involve the entire class (or small group), moving around the classroom from person to person, each adding one sentence, one word, or a few words at time (change up the challenge).

8. **Tableau** (Drama) – Students select an important scene from the novel and create a tableau, or living picture, without talking. They must communicate the scene through physical poses, gestures, and facial expressions rather than words. Each group should present their tableau, and the class will guess what each group is presenting and provide evidence for their guess.

9. **Tableau Tap** (Drama) – After the students "freeze" into their Tableau, the teacher taps a student on the shoulder, and that student makes a short statement about their character in the Tableau. A prime scene would be the moment Mom realizes that Zoey can see Pip in the photo. Interview them and have them each talk about how they felt in that moment.

10. **Interviews** (Drama) – Partners work together to write and act out interviews with characters from the novel. These could be general interest interviews or live-news accounts that may have occurred during key scenes of the novel.

11. **Flip It** (Drama) – Have students reenact a familiar scene from the novel, but from the perspective of the antagonist or from a minor character. For example, they could retell the story from the point of view of Sassafras or Marshmallow.

<u>Chapter 1 – Bug Circus (pp. 5-10)</u>

12. **Science Journal** (Science, Language Arts) – Zoey spends some time outside with roly-poly bugs and plants. Bring a small plant into the classroom and have students make as many observations as they can. Then they can make predictions about how tall they think the plant will grow in a month or two months.

13. **Bug Drawings** (Science, Art) – Zoey likes to look for different types of bugs to learn about them, challenge your students to create scientific bug drawings. Students can pick a bug to draw or pick one bug for your whole class to draw. Roly-poly bugs, caterpillars, grubs, and ants are a few ideas. Have them label the different body parts, and annotate their drawings with interesting facts about their bugs.

14. **Bug Circus** (STEM) – Students can create their own "bug circus" like Zoey does. Provide some basic materials such as of pipe cleaners, paper, wire, pompoms, string, beads, paper clips, glue, etc. Students can also bring in supplies from their home recycling bins like paper towel rolls, empty cartons and bottles, foil, etc.

15. **Bugging Out!** (Art) – Zoey loves bugs! Have your students create pet bugs. They can use smooth rocks, self-hardening clay, pipe cleaners, straws, pompoms, and other collage materials to make their bugs.

16. **DIY Thinking Goggles** (Art) – Zoey's Thinking Goggles help her super-smart brain analyze problems throughout the book. Your students can make some to help them when they are doing some deep thinking. You can use cheap party-favor sunglasses as the base. Or, make them out of a paper towel tube cut in half or two toilet paper tubes. If you are using the cardboard tubes, staple them side by side like binoculars and punch holes for a piece of yarn to be a neck strap. They can decorate their Thinking Goggles with paint, sequins, pompoms, or ribbon to make them even fancier.

17. **Thinking Big Thoughts** (Language Arts) – Zoey uses her Thinking Goggles to puzzle out a problem. Ask your students to think about a time that they could have used some Thinking Goggles of their own, and have them write about it, either in their Science Journal or as a separate piece.

<u>Chapter 2 – They Mystery Photo (pp. 11-13)</u>

18. **Science Journal** (Science, Language Arts) – Zoey sees a photo of her mom when she was Zoey's age. Ask your students if they have ever seen photos of people in their family when they were young. Do they see any family resemblance in these photos? Maybe their cousin looks just like a great-grandmother, or they look like their dad. You could give a brief lesson on genetics and then have them write about the family traits that they see (or don't see) in their old photographs.

19. **Mystery Note Experiment** (Science, Art) – The photo Zoey found in her mom's office glowed with a magical message. Have your students hypothesize as to what would be the best way to create a legible note for someone to read even though there is no visible writing. Then divide the class into pairs and have them try these different methods:

Experiment One:

Materials: plain white paper, white crayon, purple watercolor paint
Step 1: One partner writes a message on white paper using the white crayon.
Step 2: The second partner paints over the paper with watercolor.
Step 3: Observe the hidden message.

Experiment Two:

Materials: two pieces of plain white paper, sharp writing implement (like a newly sharpened pencil), several sheets of newspaper or a stack of construction paper
Step 1: Stack the two pieces of white paper. Place them on top of the newspaper or stack of construction paper.
Step 2: Partner #1 presses really hard and writes a message on the top piece of paper.
Step 3: Partner #1 gives the bottom piece of paper to Partner #2.
Step 4: Partner #2 rubs gently with the side of a crayon or a pencil across the paper.
Step 5: Partner #2 reads the hidden message.

After conducting the experiments, analyze the results together, and use the following format to write short conclusions about how the experiment went:

Who: (we)
Wanted: (to see what type of invisible message worked best)
So: (we ran two experiments)
Then: (we found that experiment # _____ worked the best)

Chapter 3 – Pip (pp. 14-20)

20. **Science Journal** (Science, Language Arts) – Science has shown that pets can help ease stress and anxiety (see below). Ask students what they do to help reduce stress in their own lives. What have they found that helps – exercise, art, reading, friends, pets?

21. **Scientist Project** (Science) – Have students research a scientist they are interested in and present their findings to the class. You may need to give your students some ideas and bring them to the library to do some research. Here are some possible scientists: Margaret Hamilton, Jane Goodall, Rachel Carson, Marie Tharp, Hans Hass, Eugenie Clark, Neil deGrasse Tyson, Tu Youyou, Allan Sandage, George Washington Carver, Dian Fossey, and Roger Payne. Students can research the scientist's early life, education, and contributions to science. They can present their findings in a poster, 1st person presentation, or podcast interview.

22. **Fizzling Potions** (Science) – Students can be scientists like Zoey's mom by making their own fizzing potions with baking soda, vinegar, dish soap, and food coloring. Start with vinegar in a glass jar on a tray, then add the food coloring and dish soap. Have students stir their mixtures, add baking soda, and keep stirring. Watch the magic happen! More detailed instructions can be found here:

    https://theimaginationtree.com/science-activity-fizzing-fairy-potions/

23. **Do Cats Calm People Down?** (Science) – There is evidence in the story that suggests that Sassafras has a calming effect on Zoey, but is it true for more people? Before doing outside research, also take a look at the evidence presented in Chapter 3.

    How do we know Zoey was feeling a little anxious? Some evidence includes:

    - her stomach "flipped and flopped" (p. 14)
    - her heart "thumped loudly" (p. 15)
    - she quickly scooped Sassafras back up (p. 17)

    Discuss why we know Sassafras calms Zoey down. Some evidence includes:

    - "I picked up Sassafras and gave him a squeeze. He settled into my lap and purred, which calmed me down a little"; "I nodded slowly and kept petting Sassafras" (p. 15)
    - "Sassafras slid to the ground with a *whump*. I quickly scooped him back up" (p. 17)

    After investigating the text, invite students to do some online research to see if scientists have answered this question. They can present their findings to the class. (Scientists have shown that cats can calm people down. In a study published in the *Journal of Vascular and Interventional Neurology* in 2009, scientists discovered cats can reduce your risk of a stroke or heart attack by ⅓. Having a cat reduces stress overall, and they were able to prove it.)

24. **Make a Calming Bottle** (Art) – Have students bring in an empty clear plastic bottle with a lid. Sports drink bottles work great. You can set up a station for them to turn their bottle into a calming bottle. You will need:

    - Something sparkly (glitter or sequins)
    - Warm water
    - Clear glue or clear Karo syrup
    - Food coloring or liquid watercolors
    - A funnel
    - Duct tape

    Students put about a half-inch of sparkles in the bottom of the bottle. Add a hefty squeeze of clear glue or syrup, about an inch or so. Fill the bottle ¾ full of warm water. Add a few drops of food color. Screw on the lid and tape it securely with duct tape. Shake it up and watch the glitter swirl, taking deep breaths until calm.

25. **Starfish Breathing** (Mindfulness) – Another method for helping students calm down is mindful breathing, and Starfish Breathing is a tangible way to practice this technique. Here's how:

    Hold up your left hand with fingers splayed out wide. Note that your hand looks like a starfish. Use the index finger of the right hand to trace along the arms of the starfish as you breathe *slowly* in and out. Inhale as your right index finger goes up the outside of the left thumb, and exhale as you go down the thumb. Inhale as you trace up the left index finger, and exhale as you go down. Continue, ending on the outside of your left pinky. The combination of the deep, slow breaths with the tactile sensation is very soothing and helps settle the brain.

Chapter 4 – The Doorbell (pp. 21-27)

26. **Science Journal** (Science, Language Arts) – When Zoey looks closely, she spots the swirly rainbow doorbell on the barn. Take your students on a Looking Closely Walk. First, have them make small frames to help them focus on a small area. Take a 3x5 index card and fold it in half. Cut a rectangle out of the folded edge, and unfold to reveal a frame. If you have a class set of magnifiers, hand those out. Have students take their Science Journals, also. Spread out and have students look around without the magnifiers or frames and write down their observations. Then, have them choose a spot to put their frames. Using the magnifiers if available, have them look closely just within that frame and write down those observations.

27. **Responsibilities** (Language Arts) – Zoey's mom trusts her to take care of any magical creatures that might need help while she is at her conference. Get your students thinking about what things their parents trust them to do, and what responsibilities they feel ready to take on. Have them write a persuasive letter to their parents explaining why they are ready for the new responsibility.

28. **Making Rainbows** (Art, Science) – In Chapter 4, Zoey describes what she sees by saying, "All of a sudden, I could see a round button. It looked like a regular doorbell, except this one shimmered in a wave of rainbow colors." (p. 24) Have fun with rainbows and iridescence with these art projects:

    - Watercolors and Salt: Have students draw a design with school glue on a piece of construction paper and then sprinkle regular table salt into the glue. Let the glue dry and dump off the excess salt. Then students dip a small brush in watercolor paint and touch it to the salt. The salt will pull the color. They can experiment with color mixing by touching one area with yellow and an adjacent area with red. The colors will meet in the middle to make orange. With younger students, use white paper so excess paint will still be pretty on the white paper. Older students may be able to keep their colors to the salt, and their designs might look more interesting on a dark color paper.
    - Iridescence: The swirls of color Zoey describes could be iridescence. You can mimic this shimmery refraction of color with clear nail polish, water, and small pieces of black construction paper. Fill a bowl or dishpan with water. Drop in a few drops of clear nail polish. The nail polish contains polymers that will form a film on top of the water. That film refracts the light, creating an iridescent effect. You can capture the iridescence by scooping up the nail polish film with small (3"x5") pieces of black construction paper. Once the paper dries, the iridescence will remain. Your students can use their little piece of iridescence to create an art piece – maybe a dragon!

Chapter 5 – The Barn (pp. 28-33)

29. **Science Journal** (Science, Language Arts) – When Zoey's mom had to help a sick winged fox, she learned about foxes and birds. Have students pick two different animals to learn about. In their Science Journals, they can write down similarities and differences between the two species. Be sure to include what they eat, where they live, how long do they survive, etc. They could create a Venn diagram with their findings. This journal entry can be the basis for a bigger project to present to the class.

30. **Create a Science Barn** (Classroom Community) – Find a corner in your classroom to set up a science barn. Your students can help you design it. You can make the walls look like the inside of a barn and add a magical animal door. You can add some science tools like magnifiers, a balance scale, rulers, tweezers, etc. Add some science books and specimens for observation. Students can post their scientific drawings and observations in the barn. It can be a destination during free time and center time.

31. **Sensory Painting** (Science, Art) – When Zoey is looking at her mom's old photos of magical animals, she can more than just see them. She can smell them and feel them. You can mimic that sensory experience with some sensory painting. Add extracts or spices to tempera paint to give them a smell. You can put lemon extract in the yellow paint, peppermint in the blue, and ground cinnamon in the brown. Put out textured collage items for students to add a tactile element to their artwork. Ideas include small pieces of sandpaper, feathers, pompoms, small mosaic tiles, etc. You can add a sensory element to your paintbrushes by using pine branches and cinnamon sticks. Once you start looking for sensory elements, you'll find them everywhere.

Chapter 6 – The Doorbell Rings (pp. 34-38)

32. **Science Journal** (Science, Language Arts) – Asia Citro gives a description of the dragon in our book, and Marion Lindsay provides an illustration. But dragons are magical creatures, so they can take any form the imagination provides. Have students write a Science Journal entry for a dragon from their own imagination. They should approach it like scientists with detailed observations and a scientific drawing. They can include information about their dragon's habitat, food, and behavior.

33. **A Home for a Dragon** (STEM, Art) – Zoey puts her dragon on the dirt floor so it won't catch the barn on fire. But plain pen on a dirt floor doesn't seem like a home fit for a dragon. Have students design a home for their dragon. What would a majestical dragon want in a home?

Chapter 7 – Hatching Snakes (pp. 39-44)

34. **Science Journal** (Science, Language Arts) – Reptiles lay eggs but do not care for their young. Birds lay eggs but do care for their young. Have students think about reptiles and birds and see what other similarities and differences they can come up with. You can have some science books available for them to research these two types of animals.

35. **The Runt of a Litter** (Language Arts) – Back in Chapter 1, the smallest roly-poly bug made it across Zoey's bridge. Later, in Chapter 7, Zoey's mom explains that sometimes there is a runt of a litter and that it can be difficult for it to survive for several reasons. However, often in kids' literature – Wilbur from *Charlotte's Web*, Clifford (the Big Red Dog) from *Clifford the Small Red Puppy*, or Despereaux Tilling from *The Tale of Despereaux* – we are reminded that although they were once the smallest, they went on to do great things. They had more challenges to face than the others, yet they were able to thrive in the end. They also had characters around them who showed them great compassion, which became a very important piece in their successes. Writing Prompt: Was there ever a time in your life when you were faced with a challenge that you were able to overcome because someone else showed you compassion?

36. **Dragons in Chinese Culture** (Social Studies) – Dragons figure prominently in Chinese culture. You can celebrate this connection with books about Chinese dragons including *Legend of the Chinese Dragon* by Marie Sellier and *The Story of the Chinese Zodiac* by Monica Chang.

Chapter 8 – The Food Experiment (pp. 45-57)

37. **Science Journal** (Science, Language Arts) – In this chapter, Zoey sets up her experiment to see what her dragon will like to eat. She makes a hypothesis, chooses several different foods to test, and establishes her controls. Pose a science question to your students and have them write their experimental design in their Science Journal. You can use something from your science curriculum. Or, if you need a simple experiment to use, you can pose this question: What substance will cause ice to melt faster? Let the students come up with some substances to try and a hypothesis of what substance might work best. Then, you can run the experiment using substances like table salt, sugar, hot pepper, commercial ice melting crystals, kitty litter. Work with students to design the experimental controls and measurement techniques to get a clean experiment and see what you learn.

38. **Taste Test Experiment** (Science, Food) – You can replicate the experiment Zoey does with Marshmallow, with your students. Collect a few different snack foods your students may not have experienced (rice crackers, Asian pear, plantain chips), put a small portion of each food on identical plates for each child. Challenge them to try all of the foods, and write down in their Science Journals what they liked and what they didn't like.

39. **Junk Food Graphs** (Math) – Zoey names Marshmallow in honor of his favorite junk food. Poll your students to find out their favorite junk food. Provide the data to the students for them to use in graphs to display the findings. Older students can combine data across classrooms to have a bigger dataset to work with.

Chapter 9 – Sassafras? (pp. 58-64)

40. **Science Journal** (Science, Language Arts) – Zoey uses a small space heater to keep her little dragon warm because he is cold-blooded. Ask students to write other ways she could keep him warm if she didn't have a space heater.

41. **Working Through Frustration** (STEM) – Zoey is feeling frustrated with her inability to solve the mystery of the sick dragon, but she is going to have to persevere. You can work on perseverance through frustration with a STEM challenge. Here are the instructions for building a catapult, but you can use any STEM challenge you like.

Material: 6 popsicle sticks, 4-6 rubber bands, 1 plastic spoon, and something soft enough to safely launch with a catapult (like marshmallows!)

Step 1: Take 5 of the popsicle sticks and tie a rubber band tightly around one end.

Step 2: Tie another rubber band tightly around the opposite end so that all 5 sticks are bound together.

Step 3: Take the remaining stick and the spoon and wrap a rubber band to bind them together at the handle end of the spoon, as close to the end as possible.

Step 4: Insert the 5-stick bundle between the spoon and its stick, perpendicular to the spoon. The closer the 5-stick bundle is to the tip of the handle of the spoon, the more leverage the catapult will have.

Step 5: Place a marshmallow (or pompom) in the bowl of the spoon, pull it down, and let it fly!

Your students will have a ball with this one! K-2 students can try to hit a target. Grades 2-4 could make up a game that others can play. Grades 5 and up can take it a step further and research the physics behind it!

During the process, emphasize that it is important to face frustrations and keep going. Try some deep breathing (like Starfish Breathing above) if the frustration is getting too high. And be sure to applaud the effort to persevere.

Chapter 10 – The Call (pp. 65-69)

42. **Science Journal** (Science, Language Arts) – Marshmallow needs some healthy food, just like humans do. Have students write about their favorite healthy foods. They could also include some observations of how they feel when they eat too much junk food.

43. **Go Food/Stop Food Sort** (Science, PE) – Healthy foods make your body "Go," while junk food makes your body "Stop." Have students cut out pictures of different foods from magazines and advertisements. Then they can sort them into Go Foods and Stop Foods. You can make this an active game by taking it outside or into the gym. Have students run in one big circle. When you hold up a Go Food picture, they keep going. When you hold up a Stop Food, they stop.

44. **S'mores** (Food) – After writing and learning about healthy foods, you can talk about having fun treats – once in a while. Celebrate this by making s'mores. If a campfire is not available, you can stack a graham cracker, a piece of chocolate, and a marshmallow and put it in a toaster oven to toast. Once the marshmallow gets gooey, take it out and top with another graham cracker.

Chapter 11 – What Should Baby Dragons Eat? (pp. 70-72)

45. **Science Journal** (Science, Language Arts) – Talk to students about the differences between herbivores, omnivores, and carnivores. Have students write or draw examples for all three.

Chapter 12 – Carnivore? Omnivore? (pp. 73-78)

46. **Science Journal** (Science, Language Arts) – Have students keep a food journal for one day. Then, have them classify the food they ate as food that an herbivore or carnivore would eat. Older students can estimate the proportion of their food that comes from plants and what comes from animals.

47. **Peer Teachers** (Science, School Community) – Have students in grades 3-5 make a small book (8 ½ x 11 paper cut into fourths), with drawings, explaining the difference between carnivores, herbivores, and omnivores. Have them read the books with students in grades K-2.

48. **Carnivore/Herbivore/Omnivore Card Game** (Math, Fun) – With a standard deck of cards (remove jokers) and using the rules of "War," students get into pairs and divide a deck of cards between them. They will each flip a card in front of them at the same time. The higher card will be a carnivore, and the lower card will be an herbivore. The carnivore wins the hand. Kings, Queens, and Jacks are omnivores which win over both carnivores and herbivores.

Chapter 13 – Mom! (pp. 79-80)

49. **Science Journal** (Science, Language Arts) – Have students write about being reunited with someone special (like Zoey and her mom). How did it feel? What were they excited to share?

Chapter 14 – Bigger (pp. 81-83)

50. **Science Journal** (Language Arts) – All of us make mistakes. So do scientists! On page 83, Zoey admits to making mistakes along the way when trying to help Marshmallow. Have students write about a time when they made a mistake, but they learned something from that mistake.

51. **"Just like that, the day went from awful to wonderful." (p. 83)** (Language Arts) – Use this quote from Zoey as a story prompt. Students can write about a day that started terrible, but rallied. Or, they can write a fictional story with that theme.

52. **Growth** (Science, Math) – Marshmallow grew a tremendous amount overnight. Have students measure each other's height. (You can tape two yardsticks to a door frame for easy measuring.) Then, have them find out how long they were at birth. The can then figure out how much they have grown since birth. Older students can collect the data across the class and represent it graphically.

Chapter 15 – Learning to Fish (pp. 84-91)

53. **Science Journal** (Science, Language Arts) – Zoey has to let the little dragon go, even though she wants to keep it as a pet. Have students reflect on the differences between pets and wild animals. Why is it OK to keep pets, but not OK to keep wild animals?

54. **Letting Go** (Community Service, Art) – Many communities have people who leave painted rocks for others to find to bring a smile to someone's day. You can do this, too. Get some smooth rocks and have the students paint them. They could paint the tops to look like bugs like Zoey might, but they can make their own designs. On the bottom, they can put a message. (You might need to help younger students with the messages.) Use acrylic paint and paint pens to be sure the artwork can withstand the weather. For extra weatherproofing, spray them with an acrylic sealer.

    Then take a walk in your neighborhood and let the students leave their rocks for others to find. Just like Zoey, it might be hard for students to let go of their artwork. You can discuss how putting these pieces of happiness out into the world helps the whole community.

Chapter 16 – Smoke? (pp. 92-93)

55. **Science Journal** (Science, Language Arts) – Have students imagine the next entry in Zoey's science journal. They can create the next magical creature to arrive at the barn. Make sure to include what symptoms are observed or whether or not it has other special qualities. Be sure to conclude with how they helped their creature. Older students can even extend the activity by having them create and write down an experiment to test for something such as what it likes to eat.

End of the Book

56. **Bridge Building** (STEM) – Let your students be marshmallow engineers. Provide them with a liberal amount of marshmallows (stale work best!) and a liberal amount of toothpicks, and let them build away. When finished, have half the class go around and ask about their classmates' creations. What worked? What didn't? Then switch.

57. **Write to the Author** – Consider writing letters or drawing pictures to send to Asia Citro! She can be reached through her publisher:

    Asia Citro
    c/o The Innovation Press
    1001 4th Avenue
    Suite 3200
    Seattle, Washington 98154

58. **Write a Sequel Story** – Marshmallow leaves with his friend the blue dragon at the end of the book. Challenge your students to write about what happens to Marshmallow next, what kind of adventures do he and his friend have? Or students can draw pictures of what Marshmallow and the blue dragon will do together now that they are reunited.

59. **New Cover Art** (Art) – Now that your students have finished the book, invite them to reimagine the cover art. If they were hired to make the cover for the next edition, what would they choose? To give them a sense of how much covers can change from edition to edition, do a Google image search for "The Wonderful Wizard of Oz book."

60. **Movie Time** (Art and Drama) – Lots of great books get made into movies, sometimes with mixed success. Imagine that you are the producer in charge of making *Dragons and Marshmallows* into a movie. Design the movie poster to entice people to come see the movie without giving away too much of the plot. What actors would you cast in the major roles? What parts of the book would you shorten or cut so your movie won't be too long? You could even write the script for the trailer, hire some friends for the cast and try your hand at filming it!

61. **Playlist** (Art) – Design a CD and cover that could be the soundtrack for *Dragons and Marshmallows*. In the CD booklet, be sure to include the reasons you chose each song and how each relates to the story's characters, plot, theme, or conflicts. Indicate which songs would be used for which particular scenes in the novel.