

# King & Kayla

## Series Guide



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# King & Kayla



## About this guide

This guide consists of discussion opportunities that can be used when reading, teaching, or discussing any of the books in the *King & Kayla* early chapter book mystery series. This guide is designed to be used in Kindergarten through 2nd grade as the text is read as a whole group, small group, or independently.

With this guide, *the King & Kayla* series provides young readers with the opportunity to build foundational reading skills and exercise a range of reading comprehension strategies like punctuation, syntax, sentence structure, point of view, and communication; critical thinking skills such as solving problems and making predictions; and skills for social-emotional learning.

This series guide addresses a variety of Common Core State Standards, which are listed toward the end of this guide.

## About the series

A lovable dog helps his human girl solve mysteries. With simple, straightforward language and great verbal and visual humor, the easy-to-read *King & Kayla* series from Geisel Honor Award-winning team Dori Hillestad Butler and Nancy Meyers is perfect for newly independent readers.

In every *King & Kayla* title, the human-dog team work together to solve a mystery using King's enthusiasm and ability to notice tasty or foul-smelling clues as well as Kayla's strong reasoning and careful method of asking questions and organizing information about the case.

For more information about the series and additional resources, including our series activity kit, visit the *King & Kayla* series page at [www.peachtree-online.com/books/series/king-kayla/](http://www.peachtree-online.com/books/series/king-kayla/).



**About the Author**—Dori Hillestad Butler is the author of over fifty works of fiction and non-fiction for young readers. She lives in Seattle. Visit her website at [www.kidswriter.com/](http://www.kidswriter.com/).



**About the Illustrator**—Nancy Meyers is a graphic designer and illustrator and the proud owner of Sullivan, golden-doodle extraordinaire! She lives in Minnesota. Visit her website at [www.nancydrewit.com/](http://www.nancydrewit.com/).



**About Kayla**—Kayla, King's human, is a detective who loves to solve mysteries. She is a careful thinker who creates lists to help herself organize the facts she already has, and to determine what information she still needs to solve the case.



**About King**—King is Kayla's dog, and he loves to help her solve mysteries...Actually, King loves everything! He is good at sniffing out clues, but sometimes gets too excited and accidentally eats them.

Peachtree Series Guide for *KING & KAYLA* prepared by Sylvie Juliet Shaffer

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# King & Kayla



## Introduction to the Mystery Genre

Lead students in discussion about different kinds of stories (genres) and what they think makes for a compelling or interesting mystery story.

- What makes a mystery different from other kinds of stories?
- Have any of your students ever helped to solve a mystery?

## Mystery Glossary

**Alibi**—An excuse that someone accused of a misdeed can use to show that they are not responsible

**Breakthrough**—A discovery that helps solve the mystery

**Clue**—A fact or object that gives information toward solving the mystery

**Detective**—An investigator looking for and gathering clues

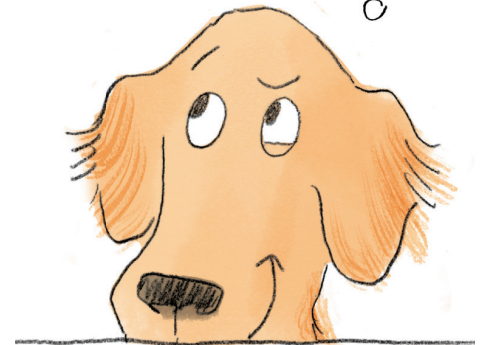
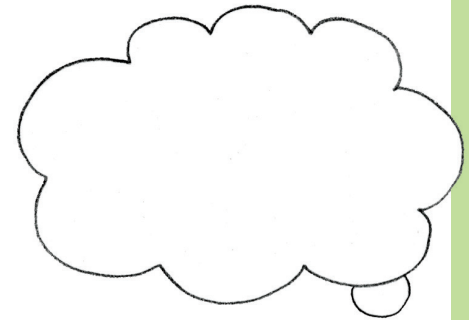
**Evidence**—A thing or statement that helps to solve the mystery

**Mystery**—Something that is unknown

**Red herring**—A false clue that throws the investigator off track

**Suspect**—A character who has a motive to have done something

**Witness**—Someone who has knowledge about a mystery



Not all mystery stories will have examples of each of these glossary terms, but they will all have the following elements: **Characters, Setting, Plot, Problem, and Solution.** All stories feature Characters, Setting, and Plot—and most will also have a problem and a solution.

When talking with students about “problem” and “solution,” introduce the literary terminology of “conflict” and “resolution.”

- **Easier:** Have students name the Characters, Setting, Plot, Problem, and Solution in each *King & Kayla* book.
- **More Challenging:** Can students identify some or all of the mystery glossary terms above, as they relate to individual *King & Kayla* titles? Note that there may be more than one suspect, multiple motives, or any number of clues in both the text or the illustrations!



# King & Kayla



## Punctuation, Syntax, and Different Kinds of Sentences

The language of the *King & Kayla* books is simple yet varied, and rich with examples of different kinds of sentences. Emerging readers are working toward fluency and reading aloud with expression. *King & Kayla* books are perfect for practicing parsing dialogue, incorporating pauses for points of ellipses as well as commas, adding inflection for questions, and taking cues from fonts as well as punctuation to emphasize. King's "speech patterns" include lots of exclamation marks, word repetition, ellipses, and use of "all caps"...you could even say...they're his FAVORITE!

Have students work in teams to identify different types of sentences or punctuation marks used throughout a chapter, or have a single student work to do the same with just a page or two.

## King, Kayla, and KWL charts

In each *King & Kayla* mystery Kayla writes a list of "everything we know about this case" and another list of "everything we don't know" to help her make a plan to solve the mystery. This is a terrific way of solving all sorts of problems, and also for planning research projects.

Kayla's lists are a type of graphic organizer, very similar to the KWL (Know, Wonder, Learned) charts you may already use with students.

You can use Kayla's lists to introduce or remind students about how and why we use graphic organizers like KWL charts, T-Charts, and Venn diagrams. You can also use **this sheet** in the *King & Kayla* Activity Kit as a graphic organizer.

## Setting

Ask students:

- Where does Kayla's family live? A city? A town?
- What kind of home does she live in? How do you know? Would you like to live there?

Students can also draw or create a map or model of Kayla's neighborhood, showing where Thor and Julian and Mason and Mouse all live. Ask them to support their thinking with details from the text and illustrations.

## Catchphrases

There are a few words and phrases repeated throughout the *King & Kayla* series. For example, King often states "they're my favorite!" In addition to repetition building fluency and confidence for emerging readers, King's catchphrase supports our understanding of his personality—everything is King's favorite because he's enthusiastic and easy to please, while Kayla is a careful and clever sleuth who uses clear methodology to solve each case.

Ask students:

- Are there catchphrases we use and repeat frequently in our learning together?
- Do they have a catchphrase that they use often?
- Do any family members have a catchphrase?
- If a student could choose a catchphrase for themselves, what would it be, and why?





# King & Kayla



## Adding Details to Simple Sentences

Have students practice describing a character as fully as possible, supporting their ideas with details from the text or illustrations. How many adjectives can students use to describe other characters from the series? Have students share specific examples that support their ideas.

### Example

Starting sentence: "King is a dog."

"King is an enthusiastic Golden Retriever who loves to help his owner Kayla solve mysteries, and who doesn't like the way cats smell."

## Point of View

The *King & Kayla* mysteries are told from King's point of view. A dog's perspective, or point of view, is very different from a kid's perspective!

Ask students to retell a scene or chapter from a *King & Kayla* book from another point of view—you can then have them tell it again from another character's perspective. This can be done verbally, or in writing, depending on the students' skill levels. Push their thinking even further by asking how the illustrations might change to reflect the new perspective—or even have them illustrate a scene from another character's point of view.

## Communication

In the world of *King & Kayla*, animals including cats and dogs can communicate and understand each other through words and also by using body language. King and Kayla also communicate with each other and with other characters using words and body language. Kayla doesn't always guess correctly what King is trying to tell her, but King always understands Kayla. (example: Kayla's "mad eyes," which King hates!)

Ask students what body language in the illustrations indicate different emotions. (example: King's tail wagging means that he's excited and happy.) Then have students demonstrate the different feelings characters experience in a *King & Kayla* mystery using only body language. Can they show anger? Disappointment? Excitement? Embarrassment?

## Making Predictions

The *King & Kayla* series offers many opportunities to practice making predictions before and during reading.

### Before reading

Have students guess what each book will be about, based on the title as well as the cover illustration. Review the chapter titles. Based on the chapter titles, what do students guess might happen in each chapter?

### While reading

Pause frequently to ask students what they think will happen next. Encourage them to explain their thinking, using details from the text to support their ideas.



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## Social-Emotional Learning

King and Kayla work well together because each of them uses their strengths to help solve a mystery. King is great at noticing sensory details like how something tastes or smells, while Kayla thinks carefully and uses the same methods every time to organize her thoughts and deduce a logical answer. But each of them also has elements of their personality that sometimes make it harder to do detective work, too. King moves quickly and is sometimes impatient or impulsive (he IS a dog, after all!), and Kayla likes to have all the facts before deciding what to do next, which can slow her down.

Ask students:

- What elements of your personality help you in school? In sports? In other activities?
- What elements of your personality make it harder to do those same things?
- What helps when you're getting in your own way?

Students can also make a list like Kayla, listing their strengths and skills they'd like to grow.

Sometimes no matter how hard King tries to communicate to Kayla what he's thinking and feeling, she can't understand what he's trying to tell her.

Ask students:

- Are there times that you feel misunderstood?
- How does it feel to not be able to communicate clearly?
- What strategies can you use to feel better at those times?





# King & Kayla



## Common Core State Standards

addressed by this series guide for Kindergarten, First, and Second Grades

### Kindergarten Standards

#### Key Ideas and Details:

**CCSS.ELA-LITERACY.RL.K.1**

With prompting and support, ask and answer questions about key details in a text.

**CCSS.ELA-LITERACY.RL.K.2**

With prompting and support, retell familiar stories, including key details.

**CCSS.ELA-LITERACY.RL.K.3**

With prompting and support, identify characters, settings, and major events in a story.

#### Craft and Structure:

**CCSS.ELA-LITERACY.RL.K.4**

Ask and answer questions about unknown words in a text.

**CCSS.ELA-LITERACY.RL.K.5**

Recognize common types of texts (e.g., storybooks, poems).

**CCSS.ELA-LITERACY.RL.K.6**

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### Integration of Knowledge and Ideas:

**CCSS.ELA-LITERACY.RL.K.7**

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**CCSS.ELA-LITERACY.RL.K.8**

(RL.K.8 not applicable to literature)

**CCSS.ELA-LITERACY.RL.K.9**

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### First Grade Standards

#### Key Ideas and Details:

**CCSS.ELA-LITERACY.RL.1.1**

Ask and answer questions about key details in a text.

**CCSS.ELA-LITERACY.RL.1.2**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**CCSS.ELA-LITERACY.RL.1.3**

Describe characters, settings, and major events in a story, using key details.

#### Craft and Structure:

**CCSS.ELA-LITERACY.RL.1.4**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CCSS.ELA-LITERACY.RL.1.6**

Identify who is telling the story at various points in a text.

#### Integration of Knowledge and Ideas:

**CCSS.ELA-LITERACY.RL.1.7**

Use illustrations and details in a story to describe its characters, setting, or events.

**CCSS.ELA-LITERACY.RL.1.9**

Compare and contrast the adventures and experiences of characters in stories.

#### Range of Reading and Level of Text Complexity:

**CCSS.ELA-LITERACY.RL.1.10**

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### Fluency:

**CCSS.ELA-LITERACY.RF.1.4**

Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-LITERACY.RF.1.4.A**

Read grade-level text with purpose and understanding.

**CCSS.ELA-LITERACY.RF.1.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**CCSS.ELA-LITERACY.RF.1.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



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## Second Grade Standards

### Key Ideas and Details:

#### **CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how 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.

### Craft and Structure:

#### **CCSS.ELA-LITERACY.RL.2.4**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

#### **CCSS.ELA-LITERACY.RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

#### **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.

### Integration of Knowledge and Ideas:

#### **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.

### Range of Reading and Level of Text Complexity:

#### **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.

### Fluency:

#### **CCSS.ELA-LITERACY.RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

#### **CCSS.ELA-LITERACY.RF.2.4.A**

Read grade-level text with purpose and understanding.

#### **CCSS.ELA-LITERACY.RF.2.4.B**

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

#### **CCSS.ELA-LITERACY.RF.2.4.C**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



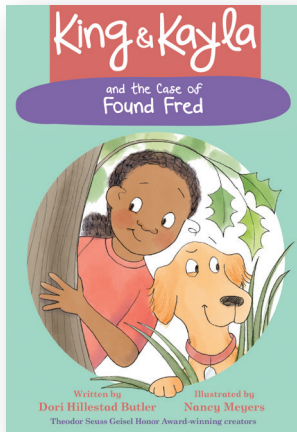




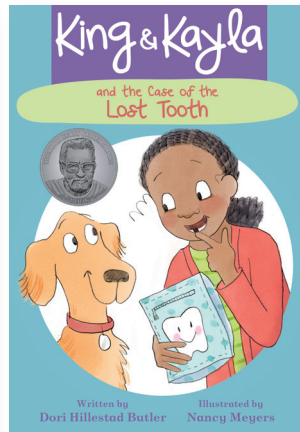
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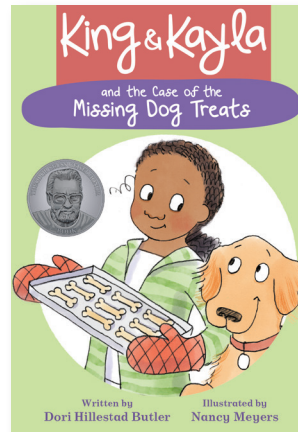
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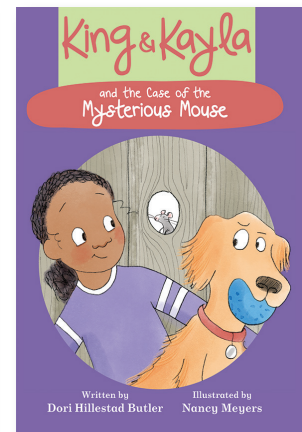
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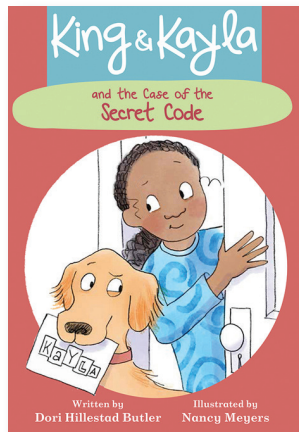
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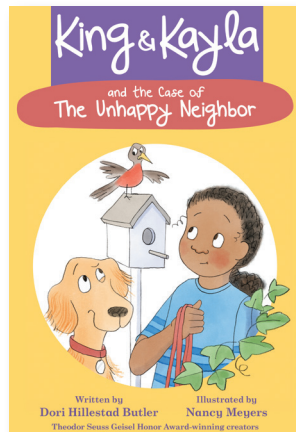
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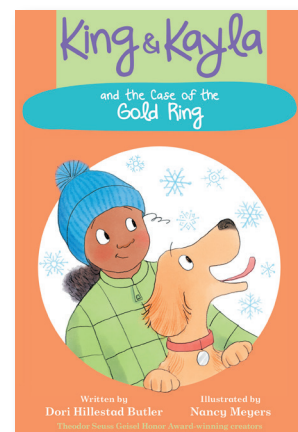
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