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Around Town
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

Book author: Chris K. Soentpiet
 Book illustrator: Chris K. Soentpiet
 Publisher/year: Lothrop, Lee and Shepard Books/1994
 Accelerated Reader level: 2.9
 Suggested grade use: K-5



Summary: This book gives the reader a wonderfully illustrated story written in verse about life in a city. There are brilliant comparisons made for the unfamiliar and enchanting vignettes for those reliving their city experience. Much of the emphasis is on life on city streets.

Sunshine State Standards that could be Covered Using this Book

Grades K-2

LANGUAGE

L.A.D.2.1

Understands the Power of Language

FOREIGN LANGUAGES

F.L.B.1.1

Understands the relationship between the perspectives and products of culture study and uses this knowledge to recognize cultural practices

Grades 3-5

LANGUAGE

L.A.D.2.2

Understands the Power of Language

L.A.E.1.2

Understands the common features of a variety of literary forms

FOREIGN LANGUAGES

F.L.B.1.2

Understands the relationship between the perspectives and products of culture study and uses this knowledge to recognize cultural practices

Content Areas/Teaching Units in which This Book could be Included

Social Studies

Reading

Discussion Questions

Prereading

1. What is a city?
2. What do you know about city life?

During Reading

1. What are some of the activities that might be going on inside the buildings?
2. Why are the kids playing with the water hydrant?
3. How is that different from what we do when we are hot?
4. Have you ever seen a toy store on the street or is there anything that you could relate this to?
5. What does the toy vendor do with the toys at night?
6. Why do cities have railroads or subways underground?
7. Have you ever listened to a street performer?
8. What instrument is he playing? Middle Eastern instrument - oud
9. What kind of costume or national costume is he wearing?
10. In their park, they were playing chess?
11. What games do we play outside?
12. Where does your family like to picnic?
13. Have you ever eaten a meal outside at a restaurant?
14. What kind of bird eats what we don't?
15. What kind of special transportation have you ever taken?
16. If you lived in a city, what would you want to do if you were a street performer?
17. If you lived in a city, how would you get cool?
18. If you lived in a city, where would you want to eat?
19. If you had the chance to have your picture drawn, what would you have drawn?

After Reading

1. What multi-cultural influences do you see in the illustrations?
2. Why are there so many multi-cultural influences in a city?
3. If you could travel in a city, how would you travel?
4. Why wouldn't you want to have your own car in a city?
5. What are some descriptive passages that made a mind movie?

Vocabulary

Busker

City

Suburb

Rural

Seashore

Jugglers

Street performers
 Hydrant
 Public transportation
 Subways
 Hansom Cab – Horse-drawn carriage

Enrichment Activities

1. How does the illustrator capture your attention?
2. Kinesthetic learning – try juggling!
3. Go to the NYC subway website and plan a route you would take.
4. Set up city street life in the classroom.
5. Analyze the illustrations. The little girl buys a doll in the beginning of the story. Try to find her doll throughout the book. There are hidden images throughout.
6. Bring in someone who used to live in a city to talk about how life is different there.
7. Discuss with your class how everyday activities would be different in a city. How would you do your grocery shopping? How would you get to school? How would you play? Etc.

Additional Resources

Books

For Contrast: *The Best Town in the World* by Byrd Baylor (Illustrated by Ronald Himler)
 Simon, 1983, ISBN 0684180359.

Discovery Streaming Videos

[City, Suburb, and Rural Communities \(K-3\)](#)

[Magic School Bus in the City, The \(3-5\)](#)

[Where Do You Live? \(K-2\)](#)

[Let's Explore: In the City \(K-2\)](#)

[New York Up Close: Modern-Day New York \(4-6\)](#)

[New York Up Close: New York Today \(3-5\)](#)

Websites

<http://www.carolhurst.com/subjects/citiesandtowns.html>

Cities and Towns Comparisons from Carol Hurst's Children's Literature Site

<http://www.sfusd.k12.ca.us/schwww/sch618/Music/Instruments.html>

The Oud (stringed instrument)

<http://www.britannica.com/eb/article-9039177/hansom-cab>
Hansom Cab

Google Earth

http://www.nyc.gov/portal/site/nycgov/?front_door=true
Official website of the City of New York

<http://www.nycvisit.com/>
New York City tourism

<http://www.mta.nyc.ny.us/>
NYC subway

Curricular Resource Guide prepared by Amy Gold, Bluewater Elementary School;
Maria Lewis, Edge Elementary School; and Keith Kyker, Northwood Elementary School.

Brothers
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

Book author: Yin
 Book illustrator: Chris Soentpiet
 Publisher/year: Philomel Publishers/2006
 Genre: Historical Fiction
 Accelerated Reader level: 3.1
 Suggested grade use: K-7



Summary: Having arrived in San Francisco from China to work in his brother's store, Ming is lonely until an Irish boy befriends him. (This is the second book in a series of two.)



Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.1.1

Makes predictions
 Retells a story
 Makes generalizations
 Confirms, extends or corrects own knowledge
 Follows sequence of events

LA.A.2.1

Determines main idea and identifies supporting information
 Activates prior knowledge by relating story awareness
 Makes inferences about characters' motivation

LISTENING, VIEWING, AND SPEAKING

LA.C.1.1

Looks at the speaker; smiles/nods; shakes head yes or no
 Takes turns in conversation
 Predicts what will come next

LA.C.3.1

Asks questions
 Seeks information and clarification

LITERATURE**LA.E.1.1**

Refers to authors and illustrators

SOCIAL STUDIES**SS.A.1.2**

Understands historical chronology

SS.B.1.2

Understands interactions of people

VISUAL ARTS

VA.D.1.2 – Assesses, evaluates, and responds to characteristics of art work.

Content Areas/Teaching Units in which This Book could be Included

Language Arts
 Reading
 Writing
 Social Studies
 Visual Arts

Discussion Questions

Prereading

Background questions about San Francisco's China Town, discrimination, boundaries, family, and community support.

During Reading

1. Who are the main characters? (Ming, Patrick O'Farrell, Wong, Shek)
2. Who meets Ming at the docks? (Shek)
3. Why had most of the Chinese left China Town? (To work on the railroad.)
4. How were evening meals in the Chinese household different from those in an Irish household?
5. Why was Ming not allowed outside the borders of China Town?
6. How did Ming and Patrick save the store?
7. Why were Ming and Patrick more like brothers than friends?

Vocabulary

wobble
 hoist
 wood-framed

unravel
disguise
shutter (body movement)

Enrichment Activity

Create a virtual store stocking multicultural items.

Additional Resources

Books

The Gold Rush: Chinese Immigrants Come to America (1848-1882)

Websites

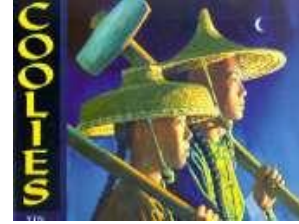
[*Asian American History Resources Online - CET*](#)

A comprehensive directory of Asian American history websites, media sources, and related online resources

Curricular Resource Guide prepared by Marilyn Gates, Florosa Elementary School;
Judy Hayes, Elliott Point Elementary School; and Dondie Sugden, Shalimar Elementary School.

Coolies
Curricular Resource Guide
Chris Soentpiet - Author Visit 2008

Book author: Yin
 Book illustrator: Chris Soentpiet
 Publisher/year: Puffin Publishers/2001
 Accelerated Reader level: 4.8
 Suggested grade use: 1-5



Summary: A young boy hears the story of his great-great-great-grandfather and his brother who came to the United States to make better lives for themselves and helped build the transcontinental railroad. (This is the first book in a series of two.)



Sunshine State Standards that could be Covered Using this Book

READING

LA.A.1.1

Makes predictions
 Retells a story
 Makes generalizations
 Confirms, extends or corrects own knowledge
 Follows sequence of events

LA.A.2.1

Determines main idea and identifies supporting information
 Activates prior knowledge by relating story awareness
 Makes inferences about characters' motivation

LISTENING, VIEWING, AND SPEAKING

LA.C.1.1

Looks at the speaker; smiles/nods; shakes head yes or no
 Takes turns in conversation
 Predicts what will come next

LA.C.3.1

Asks questions
 Seeks information and clarification

LITERATURE

LA.E.1.1

Refers to authors and illustrators

SCIENCE**SC.D.1.2**

Understands processes that shape the earth - weathering

SOCIAL STUDIES**SS.A.1.2**

Understands historical chronology

SS.B.1.2

Understands interactions of people

VISUAL ARTS**VA.D.1.2**

Assesses, evaluates and responds to characteristics of art work.

Content Areas/Teaching Units in which This Book could be Included

Language Arts

Reading

Writing

Science

Social Studies

Visual Arts

Discussion Questions

Prereading

Background: Chinese traditions/holidays, Central Pacific Railroad, Union Pacific Railroad, Sierra Mountains

During Reading

1. What was the name of the festival that was being celebrated? (Ching Ming festival of the dead)
2. Who are the main characters? (Wong & Shek)
3. What is the setting? (Western U.S. mid 1800s)
4. What are some of the ways in which the Chinese labors were discriminated against?
5. What were some of the tools used by laborers to build the railroad?
6. Why did the brothers leave their homeland and immigrate to the U.S.?
7. When the railroad was finished, where did the brothers go?

Vocabulary

Ching Ming festival

incense

immigrants
 ancestors
 famine
 transportation
 queue
 continent
 weaklings
 endure
 dynamite
 explosives
 discriminate
 tolerate
 trestle

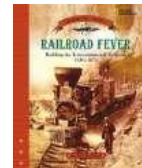
Enrichment Activity

Draw pictures of the tools used by the Coolies.

Additional Resources

Books

The Building of the Transcontinental Railroad
Building the Transcontinental Railroad: Railroad Fever
Building the Transcontinental Railroad, 1830-1870



Websites

www.cpr.org

Central Pacific Railroad Photographic Museum

www.kidzworld.com

Ching Ming Festival

[*Asian American History Resources Online - CET*](#)

A comprehensive directory of Asian American history websites, media sources and related online resources.

Curricular Resource Guide prepared by Marilyn Gates, Florosa Elementary School;
 Judy Hayes, Elliott Point Elementary School; and Dondie Sugden, Shalimar Elementary School.

Dear Santa, Please Come to the 19th Floor
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

Book author: Yin

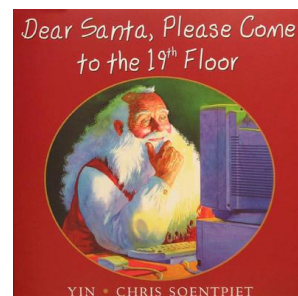
Book illustrator: Chris Soentpiet

Publisher/year: Penguin Putnam Books for Young Readers/2002

Accelerated Reader level: 3.2

Suggested grade use: 4-6

Summary: Willy and Carlos, who is in a wheelchair, receive a visit from Santa on Christmas Eve, even though they live on the nineteenth floor of their building.



Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.3.1.6—Vocabulary Development

The student uses multiple strategies to develop grade-appropriate vocabulary.

LA.3.4.1—Creative Writing

The student develops and demonstrates creative writing.

MATH

MA.3.A.6—Number and Operations

SOCIAL STUDIES

SS.B.1.2—People, Places, and Environments [Geography]

The student understands the world in spatial terms

Content Areas/Teaching Units in which This Book could be Included

Reading

Math

Social Studies

Science

Diversity

Christmas

Tolerance and Understanding

Discussion Questions

Prereading

1. Where is your spinal cord located?
2. In which body system is the spinal cord included?
3. What would happen if you damaged your spinal cord?

During Reading

1. What mood does the illustration display (on the first page)? How do you think Carlos is feeling? Why do you think he's feeling this way?
2. Is Carlos telling this story?
3. How do you know Carlos is not the one telling the story?
4. When the boys are called in for dinner how do they get to their home?
5. Why do Carlos and Willie think that Santa Claus won't come to see them?
6. What does Rachel suggest to the boys to try to solve their problem?
7. Why do you think Carlos and Willie have stopped dreaming of what they want to be when they grow-up?
8. What do you imagine Santa looks like?
9. Why does Santa keep looking at his watch?
10. What are therapy lessons? Why would Carlos need therapy lessons?
11. Social Services gave Carlos and his family a used computer. What are Social Services?
12. What does Santa mean when he says "A gift indeed is a gift in need"?
13. Why does Santa bring a telescope for Willy and a basketball for Carlos?

Vocabulary

astronomer
 apartment
 spinal cord
 clutching
 Intercom
 elevator
 fumble
 sandwich
 furlers
 gesture
 droopy
 defense
 email
 compassion
 navigate

Spanish Vocabulary

Gracias
 Con permiso
 bodega

Enrichment Activities

Walking in Someone Else's Shoes

1. For students to truly appreciate how difficult having a disability can be, have them "experience" a disability for a class period. For this activity search your closet or visit your local Waterfront Mission for an old shirt. Cut the sleeve off of one arm of the shirt (at about the elbow works best). Now stitch the cut-off sleeve closed. One student can wear this "disabled" shirt to experience the frustration of having only one hand to work with.
2. Have another child experience the disadvantage of no sight by being blindfolded for the class period.
3. Design various situations illustrating disabilities. After all students have had the opportunity to experience one of these conditions, have them respond in their journals or in narrative writing assignment about "Walking in someone else's shoes."

Email

Email pen pals in another classroom or at another school. Students can do this in care of the teacher.

Additional Resources

Books

Susan Laughs by [Jeanne Willis](#)

School Library Journal: Through simple rhyming phrases, readers learn about the many things that a young red-haired girl can do: "Susan trots, /Susan rows, /Susan paints, /Susan throws." The pencil-and-crayon illustrations depict this spirited child in her everyday world. She rides a swing with her father, plays a trick on her grandma, and boils with anger when her cat scratches her face. By the end of the story, children will identify completely with Susan, who is "through and through-/just like me, just like you," even if she happens to use a wheelchair, as shown in the final illustration. Thus, the story focuses on her abilities rather than limitations. This book works for sharing one-on-one, for smaller story times, and for classroom use.

Websites

www.northpole.com

This site is child-friendly and very maneuverable. It includes stories to read and pictures to color, games, recipes, and ways to send Santa a letter.

<http://northpole.net/>

This site includes pictures to print and color, crafts, weather reports from the North Pole, and a Young Elf Exam.

http://www.readwritethink.org/lessons/lesson_view.asp?id=265

The lesson on this site is recommended for students in grades 9–12, but it could very easily be adapted for elementary grades. It includes a lesson on walking in someone else's shoes

(literally). The worksheet that is included would be a wonderful jumping off point for a writing assignment stressing perspective.

http://www.education-world.com/a_lesson/lesson115.shtml

Understanding Kids Who Are Different: Activities for Teaching About Disabilities

<http://translation2.paralink.com/>

Use this website to translate the Spanish vocabulary words. The students can even hear how the words should be pronounced.

Curricular Resource Guide prepared by Debbie Haan and Luisa Ogilvie,
Walker Elementary School.

Jin Woo
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

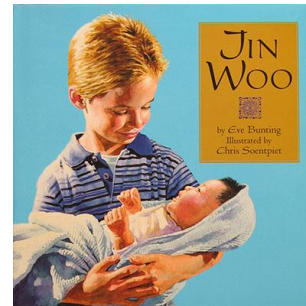
Book author: Eve Bunting

Book illustrator: Chris Soentpiet

Publisher/year: Clarion Books/2001

Accelerated Reader level: 2.7

Suggested grade use: The reading level is listed as 2.7, but the conceptual ideas lend themselves to higher grade levels.



Summary: Davey is feeling insecure about the upcoming adoption of his new brother. He is adopted himself and feels there will not be enough love to go around.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.3.1.6—Vocabulary Development

The student uses multiple strategies to develop grade-appropriate vocabulary.

LA.3.4.1—Creative Writing

The student develops and demonstrates creative writing.

MATH

MA.3.A.6—Number and Operations

SOCIAL STUDIES

SS.B.1.2—People, Places, and Environments [Geography]

The student understands the world in spatial terms.

Content Areas/Teaching Units in which This Book could be Included

Reading

Writing

Math

Social Studies

Families

Customs and Traditions Around the World

Discussion Questions

1. Why would Davey feel nervous about his new brother coming to his house?

2. Do you think his parents have said or done anything to make him feel this way? Have you ever felt that someone was favored over you?
3. Why do you think that Jin Woo had to wait over five months to come to the United States?
4. Have you or anyone you know ever lived in or visited Korea?
5. When they were in the airport they had to wait while Jin Woo went through customs. What is customs?
6. When they were back at his house, Davey's mother read a letter to him from Jin Woo. How was Davey's mother able to know what was in Jin Woo's heart so that she could write the letter for him?
7. What part of the book shows us that Davey had decided to accept his new brother? What happened?

Vocabulary Words

favored
Korea
customs
accept

Enrichment Activities

1. After reading *Jin Woo* give the children time to respond in a personal journal. Ask them to share about a time they might have felt "less special" than another person. How did they resolve that feeling?
2. Write a letter to one of your family members telling him or her how special he or she is to you.
3. Research Korean customs. Find out why Jin Woo received a gold ring on his 100th day of life.
4. Allow the children to adopt an egg for the day. They will become the parents of a hard-boiled egg. Children will be responsible for the egg for the entire school day. They will also create a birth certificate for their Egg Baby.
5. Create a vocabulary flip book (Kimchi, pterodactyl, hanbok, Korea, customs).
6. Create a class list of games you played with your parents when you were a baby.
7. Have students ask their parents the particulars of when they were born (birth month, weight, etc.). Then have the class create an average graph to determine if there is a correlation between month of birth and birth weight.
8. Adopt a primary class – activities could include buddy-reading, pen pals, mentoring, or homework helpers

Additional Resources

Books

The Day We Met You by Phoebe Koehler

I Love You Like Crazy Cakes by Rose A. Lewis and Jane Dyer

Tell Me Again About the Night I Was Born by Jamie Lee Curtis

Discovery Streaming Videos

“What is a Family?” (K – Adult)

Websites

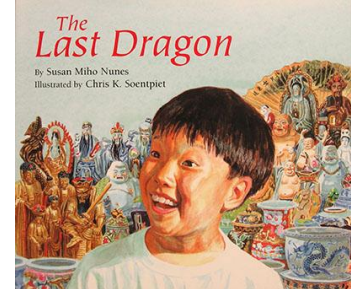
<http://www.soentpiet.com/>

Comprehensive source of books, awards, art, etc.

Curricular Resource Guide prepared by Debbie Haan, Luisa Ogilvie, and Kelli Sanders,
Walker Elementary School.

The Last Dragon
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

Book author: Susan Miho Nunes
 Book illustrator: Chris Soentpiet
 Publisher/year: Clarion Books, Houghton Mifflin/1995
 Accelerated Reader level: 3.9
 Suggested grade use: 2-5



Summary: While spending the summer in Chinatown with his great aunt, a young boy finds an old ten-man dragon in a shop and gets a number of people to help him repair it.

Sunshine State Standards that could be Covered Using this Book

Grades K-2

FOREIGN LANGUAGES

F.L.A.1.1

Engages in conversation, expresses feelings and emotions and exchanges opinions.

F.L.B.1.1

Understands the relationship between the perspectives and products of cultures studied and uses this knowledge to recognize cultural practices.

F.L.D.2.1

Recognizes that cultures have different patterns of interactions and applies this knowledge to his or her own culture

Grades 3-5

FOREIGN LANGUAGES

F.L.A.1.2

Engages in conversation, expresses feelings and emotions and exchanges opinions

F.L.B.1.2

Understands the relationship between the perspectives and products of cultures studied and uses this knowledge to recognize cultural practices.

F.L.D.2.2

Recognizes that cultures have different patterns of interactions and applies this knowledge to his or her own culture

Content Areas/Teaching Units in which This Book could be Included

Language Arts
 Social Studies

Discussion Questions

Prereading

1. What do you know about Chinese culture?
2. What do you know about dragons in the Chinese culture?

During Reading

1. How did the author capture the reader's attention on the first page of the book?
2. What is anthropomorphism and how does the author use it on the first page of the book?
3. Did you want to keep reading this book? Why did you want to keep reading?
4. How did the author keep your attention?
5. What did you think about Peter's quest to restore the dragon?
6. What do you think about Chinatown? How is it different from your town?
7. Do you know what mahjongg is?
8. How did Peter get people to help him?
9. Did he have to work hard?
10. Have you ever had dim sum or Chinese dumplings?
11. What do you notice about the people of Chinatown who help Peter with his dragon?

Vocabulary

Dragon
 Mahjongg
 Bug skeletons
 Severed
 Wisest
 Alien
 Most Favored Aunt
 Royal
 Homage
 Scraggly
 Crest
 Pearl
 Dumplings/Dim Sum
 Chinatown
 Imperial
 Frame
 I could use a hand
 Stall
 Salted plums
 Scales
 Herbs
 Characters
 Fierce
 Typhoon
 Swirled

Concentrated
 Astonishment
 Silk
 Blind
 Farewell
 Commotion
 Moongate
 Borne
 Rippled
 Diners
 Vial
 Priest
 Teeming
 Paraded

Enrichment Activities

1. Find out how to play mahjongg or invite someone who knows how to teach the class.
2. Research the significance of the dragon in Chinese culture.
3. Why is there a kite maker in the story? Research the significance of kites in Chinese culture.
4. Invite someone in to the class who speaks Chinese. Learn a few expressions.
5. Research how relatives are respected in Chinese culture.

Additional Resources

Books

Beyond the Great Mountains: A Visual Poem about China by Ed Young
C is for China (World Alphabets) by Sungwan So
Cat and Rat: The Legend of the Chinese Zodiac by Ed Young
China (A to Z) by Justine Fontes
Dim Sum for Everyone by Grace Lin
Lion Dancer: Ernie Wan's Chinese New Year by Kate Waters and Madeline Slovenz-Low
Look What Came from China! by Miles Harvey
Mandy and Pandy Say, "Ni Hao Ma"? by Chris Lin
Red is a Dragon: A Book of Colors by Roseanne Thong
Round is a Mooncake: A Book of Shapes by Roseanne Thong
Sam and the Lucky Money by Karen Chinn

Websites

<http://doe.sd.gov/octa/ddn4learning/themeunits/china/index.htm>

China for Elementary Students

Discovery Education/United Streaming

[Pendemonium: The Great China Chase](#) Grades 3-5

[China: People and Places](#) Grades 3-5

[Elementary Video Adventures: Stories from China: Land and Animals](#) Grades 3-5

[Elementary Video Adventures: Stories from China: Land and People](#) Grades 3-5

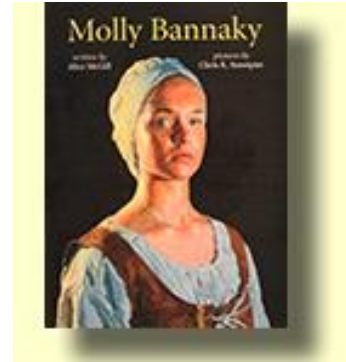
[Journals Through History: Ancient China: Contributions to the World](#) Grades 3-5

[Journals Through History: Ancient China: From Dynasty to Destiny](#) Grades 3-5

Curricular Resource Guide prepared by Amy Gold and Maria Lewis, Edge Elementary School.

Molly Bannaky
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

Book author: Alice McGill
 Book illustrator: Chris Soentpiet
 Publisher/year: Houghton Mifflin Company/1999
 Accelerated Reader level: 4.8
 Suggested grade use: 3-5



Summary: Molly, a dairy maid in 1683 England, is sent to the new world and sold as a bond servant at age seventeen. After serving her seven years, Molly stakes a claim on land in the new world and begins building her own farm. Realizing that she is unable to work the farm by herself, she purchases a slave from Africa. They work the tobacco crop together and fall in love. Molly signs Bannaky's freedom papers and they are married. This is the moving story of two pioneers who help to build not only a future for themselves, but also their future generation in the colonies.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.2.2

Identifies main idea or essential message.

SOCIAL STUDIES

SS.A.1.2

Understands historical chronology

SS.B.1.2

Understands interactions of people.

Content Areas/Teaching Units in which This Book could be Included

Social Studies
 Reading in the Content Area
 Settlements in the New World
 Bond Servants
 Slave Trade

Discussion Questions

1. Why was Molly brought before the court in England?
2. What determined the number of years that a bond servant was indentured?
3. How is a servant in England different from a bond servant in the New World?
4. What was given to an indentured servant at the end of their bondage?
5. What did the colonial law state about inter-racial marriages?
6. What was Molly and Bannaky's grandson best known for?

Enrichment Activity

Students conduct a court (such as the one that Molly went before).

Additional Resources

Books

Harcourt Brace Social Studies 4th & 5th

The Slave Trade in Early America (Colonial America) by Kristin Thoennes Keller

Slavery and the Making of America by James Oliver Horton

Websites

http://www.virtualjamestown.org/indentures/search_indentures.html

Information on Jamestown.

<http://www.teachervision.fen.com/slavery-us/resource/3848.html>

Information on slavery.

Curricular Resource Guide prepared by Carolyn Fling and Belinda Howington,
Walker Elementary School.

More Than Anything Else
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

Book author: Marie Bradby
 Book illustrator: Chris Soentpiet
 Publisher/year: Orchard Books/1995
 Accelerated Reader level: 3.3
 Suggested grade use: 3 – Adult



Summary: In the 1860's, like most African-American people, a nine-year-old boy is unable to read, but he has a burning desire to learn. When he sees an African-American man reading a newspaper, he seeks his help. At the end of the book, the reader discovers that the boy is Booker T. Washington.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.1.2 – Reading Process

Predictions

Context clues

Illustrations

Group discussion

LA.A.2.2 – Meaning from Varied Texts

Main idea or essential message

LISTENING, VIEWING, AND SPEAKING

LA.C.1.2 – Listening Strategies

Listens attentively

Responds to speakers

LITERATURE

LA.E.1-2 – Features of Literary Forms

Features of nonfiction

Attitudes and values in a time period

LA.E.2.2 – Critical response to fiction

Comparisons with own life

Major theme

Content Areas/Teaching Units in which This Book could be Included

Social Studies
 Science
 Math
 Reading
 African-American History
 Black History Month

Discussion Questions

Prereading

Background

1. What time do you get up in the morning?
2. Have you ever been to work with one of your parents?
3. What kinds of personal goals you have set for yourself?

Picture Walk

1. Looking at the cover, can you predict when the story takes place?
1. Looking at the copyright page, can you tell what the mounds of white are?
2. Can you predict where the father and sons are going?
3. Why don't the workers have any shoes on?
4. Where did the book that the boy and his mother are holding come from?

During Reading

1. Why aren't the boys in school?
2. What would you want more than a meal if you were really hungry?
3. What do you think the boy means when he says, "... I hold on tight and let go when I want to"?
4. Why do the workers stay up when they are so tired?
5. Looking at the illustration, can you determine which man is a cooper?
6. What does the sentence "I have found hope, and it is as brown as me" mean?
7. Imagine yourself as someone else. Who would it be and why?
8. Why did the boy want so desperately to learn to read?
9. Why don't his brother and father have the same desire to learn to read?
10. Why does the boy's mother understand his hunger to read?
11. Why does she hide the book?
12. How does she know it's a "sing-y" kind of book?
13. What would happen if he never hears the sounds of the letters?
14. Based on what you know, how would you explain the boy's statement: "...I feel I'm trying to jump without legs"?
15. After hearing the alphabet song, why would the boy feel he was in another world and was saved?
16. Looking at the illustration, what was his reaction to seeing his name?

After Reading

1. What might have happened if Booker had never met the newspaper man?
2. How would you compare your reaction to first seeing your name in print with how Booker felt?

Vocabulary

ambition
 wish
 vision
 aspiration
 expect
 reverie
 optimism
 faith
 contemplation

Enrichment Activities**Writing/Language Activities**

1. Book Charades – Each child writes down the name of his/her favorite book on an index card. When it is the child's turn the teacher holds the index card while the student "acts" it out for the other students. The first one to guess the correct book title gets to go next!
2. Acrostic Poetry – Use one of the words from the vocabulary list to create an acrostic poem using Booker T. Washington as the inspiration.
3. Expository Essay – Tell about a dream or a goal that you have tried to achieve.
4. Venn Diagram – Compare your life to Booker T. Washington's in a Venn Diagram.
5. Create a diary entry for a day in the life of Booker T. Washington.
6. Narrative Essay – Imagine that you woke up one morning to discover that Booker T. Washington was able to travel through time, and he had selected you to spend the day with? What kind of activities would you do with him? What would you show him? What kind of questions would you ask him about his childhood? Write a story about the day you spent with Booker T. Washington.

Math/Science Activities

1. Lesson in measurement:
Steps
 - 1) Purchase two ten-pound bags of rock salt.
 - 2) Ask students how strong they are—are they as strong as Booker in the story?
 - 3) Have students carry the bags as far as they can; then measure and record the distance walked.
 - 4) Create a chart with the results.
 - 5) Extend the lesson to a science activity by putting the rock salt in a science center so the children can touch it, view it with a magnifying glass, etc.

2. Booker and his family ate sweet potatoes and corn cakes for lunch. Make a list of what you had for lunch today. Compare the calories.
3. Set up a cooking/measuring station with the following recipe:

Cornmeal Pancakes (from the White Lily website)

Ingredients:

2 cups White Lily® Self-Rising Cornmeal Mix

2 large eggs, lightly beaten

2 1/4 cups buttermilk

2 tablespoons butter, melted

TIP: Increase the buttermilk for thinner pancakes or decrease for thicker pancakes.

Directions:

1. Heat griddle to 400 degrees
2. Combine cornmeal mix, eggs, buttermilk, and butter, stirring just until the ingredients are moistened. Batter will be slightly lumpy.
3. Pour 1/4 cup batter onto hot griddle for each standard-size pancake. Cook until golden brown, turning once. Serve with butter or margarine and syrup.

Additional Resources

Books

Booker T. Washington (On My Own Biography) by Thomas Amper

Tells the story of Booker T. Washington's childhood following the end of slavery, his struggle to get an education, and his journey at age sixteen to attend college at the Hampton Institute.

Booker T. Washington (First Biographies) by Jan Gleiter and Kathleen Thompson, illustrated by Rick Whipple

Booker T. Washington: A Photo-illustrated Biography by Margo McLoone

The Story of Booker T. Washington by Pat McKissak

Traces the life of the African-American educator and leader, focusing on his stewardship of Tuskegee Institute. (Includes index.)

Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America by Tonya Bolder

Photographs, illustrations, and text describe the experiences of African-American children growing up in the United States from the first African-American baby born in the Jamestown colony through the children growing up in the middle of gang wars in the 21st century.

Websites

<http://fun.familyeducation.com/black-history-month/reading/35135.html>

Children's books on African-American history by age.

<http://www.soentpiet.com/>

Official website for Chris Soentpiet, including books, biography, awards, etc.

<http://www.nps.gov/archive/bowa/btwbio.html>

Overview of Booker T. Washington's life and accomplishments.

http://www.visitingauthors.com/authors/bradby_marie/bradby_marie_bio.html

Marie Bradby's biography and works.

<http://www.google.com/search?hl=en&sa=X&oi=spell&resnum=0&ct=result&cd=1&q=children%27s+books+black+history+month&spell=1>

Google search of children's books on black history.

<http://www.virtualweberbullet.com/salt.html#what>

Comprehensive information on salt

<http://www.nps.gov/archive/bowa/btwbio.html>

Information about Booker T. Washington

<http://score.rims.k12.ca.us/activity/bookertwashington/>

Booker T. Washington's virtual museum and storybook

<http://www.whitehouse.gov/kids/dreamteam/bookerwashington.html>

Whitehouse website about Booker T. Washington

<http://entertainment.howstuffworks.com/uses-for-salt-childrens-activities-ga1.htm>

Arts and crafts with salt

<http://www.easyfunschool.com/article1294.html>

Directions on creating salt crystals

Curricular Resource Guide prepared by Patsy Moulton and Didi Wilkes,
Bob Sikes Elementary School;
and Debbie Haan, Luisa Ogilvie, and Kelli Sanders, Walker Elementary School.

My Brother Martin
Curricular Resource Guide for
Chris Soentpiet Author Visit

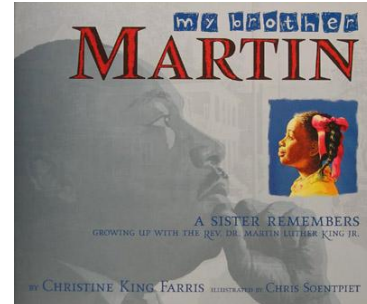
Book author: Christine King Farris (Martin Luther King, Jr.'s sister)

Book illustrator: Chris Soentpiet

Publisher/year: Simon & Schuster/2003

Accelerated Reader level: 5.0

Suggested grade use: 3-5



Summary: *My Brother Martin* is an enlightening biography with autobiographical elements written by Martin Luther King, Jr.'s sister about Martin Luther King, his family life, and family influences that shaped his future as an activist.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.1.2 – Reading Process

Uses a variety of strategies to construct meaning

Uses strategies to determine meaning and increase vocabulary

LA.A.2.2 – Meaning from Varied Texts

Identifies main idea or essential message

Identifies author's purpose

LANGUAGE

LA.D.2.2 – Power of Language

Identifies and refers to symbol, theme, simile, etc.

LITERATURE

LA.E.1-2 – Features of Literary Forms

Identifies literary terminology

Recognizes attitudes and values in a time period

LA.E.2.2 – Critical response to fiction

Understands effects of language

Makes comparisons with own life

Identifies major theme

Content Areas/Teaching Units in which this Book Could be Included

Language Arts
Social Studies
Civil Rights
Martin Luther King Day
Biography

Discussion Questions

Prereading

1. What do you know about bias and racism?
2. What do you know about the Civil Rights movement?

During Reading

1. How did the author capture the reader's attention on the first page of the book?
2. What did you think about the kids' pranks? Why do you think the author included this information?

After Reading

1. How did Martin Luther King, Jr.'s father influence what King did during his life and how he did it?
2. How did MLK turn the world upside down?
3. How did the author keep your attention?
4. Did you want to keep reading this book? Why did you want to keep reading?

Vocabulary

bias
racism
dream
reverend
speech
march
prank
waning
gleam
hedge
obedient
ancestors
slaves
indignity
Negroes
generations
injustice

cruelty
 segregation
 bigotry
 minister
 pulpit
 confront
 encounters
 legacy

Enrichment Activities

1. Read the poem “You Can Be Like Martin: A Tribute to Dr. Martin Luther King, Jr.” by Mildred D. Johnson and compare and contrast it with *My Brother Martin*.
2. Read the “Afterword” by the author and discuss.
3. Read the “Illustrator’s Note” from Chris Soentpiet at the very end of the book and discuss.

Additional Resources

Books

A Picture Book of Martin Luther King, Jr. by David A. Adler

A Sweet Smell of Roses by Angela Johnson

Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport

The Story of Martin Luther King, Jr. by Johnny Ray Moore

Discovery Streaming Videos

American Heroes and Heroines: Dr. Martin Luther King, Jr. (3-5)

Boyhood of Martin Luther King, Jr., The (3-5)

Martin Luther King Day (2nd Edition) (3-5)

Martin's Big Words: The Life of Dr. Martin Luther King, Jr. (K-2)

Martin Luther King, Jr., Day (video segment from video U.S. Celebrations) (3-5)

Dr. Martin Luther King (video segment from Speeches from History) (6-8)

Martin Luther King (video segment from Heroes of American History) (K-2)

BrainPop Animations

Martin Luther King, Jr.: Fighting for Equality with Peace

Civil Rights: “I Have a Dream”

Other Video Programs

Our Friend Martin (CBS Fox, 1998)

Websites

<http://www.soentpiet.com/>

Official website of Chris Soentpiet, including books, biography, awards, etc.

<http://seattletimes.nwsourc.com/special/mlk/>

Martin Luther King, Jr., and the Civil Rights Movement

<http://www.time.com/time/time100/leaders/profile/king.html>

The Time 100: Martin Luther King, Jr.

<http://www.thekingcenter.com>

The King Center

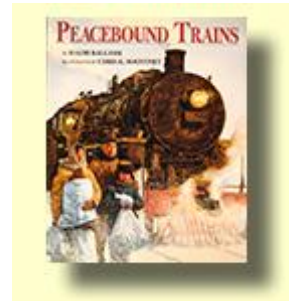
<http://www.nps.gov/malu>

Martin Luther King, Jr., National Historic Site

Curricular Resource Guide prepared by Amy Gold and Maria Lewis of Edge Elementary School
and Keith Kyker of Northwood Elementary School.

Peacebound Trains
Curricular Resource Guide
Chris Soentpiet – Author Visit 2008

Book author: Haemi Balgassi
 Book illustrator: Chris K. Soentpiet
 Publisher/year: Clarion Books/1996
 Accelerated Reader level: 4.7
 Suggested grade use: Grades 3 and up



Summary: While they watch the trains that will eventually bring Sumi's mother back from her army service, Sumi's grandmother tells the story of her family's escape from Seoul during the Korean War.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.2.2 – Meaning from Varied Texts

The student constructs meaning from a wide range of texts.

SOCIAL STUDIES

SS.A.1.2 – Historical Chronology

The student understands historical chronology and the historical perspective.

SS.A.5.1 – U.S. History

The student understands U.S. history from 1880 to the present day.

SS.B.1.2 – Interactions of People and Physical Surroundings

The student understands the world in spatial terms.

FOREIGN LANGUAGES

FL.C.1.2 – Knowledge of Disciplines

The student reinforces and furthers knowledge of other disciplines through foreign language.

Content Areas/Teaching Units in which This Book could be Included

Wars Since World War II
 Geography – Asia
 Korean Culture

Discussion Questions

Prereading

1. Where is Korea?
2. What do you know about Korean culture?
3. What do you know about the invasion of South Korea by North Korea in 1950?

During Reading

1. Why is the train an important symbol in the story?
2. Why does the family travel on top of the train?
3. Why doesn't the father go with them?
4. What kind of noises do you imagine you could hear as the family climbs the ladder to the top of the train?
5. How do you think this experience has changed Harmony's character?
6. Why does she share this story with Sumi?

After Reading

1. Did you want to keep reading this book? Why did you want to keep reading?
2. How did the author keep your attention?

Vocabulary

Piercing
Lopsided
Tuition
Pediatric
Abruptly
Korea
Seoul
Relieved
Orphaned
Pusan
Trembling
Murmured
Toppled
Flimsy
Frigid
Scrambling
Consoled
Rumbled
Rice paddies
Wistful
Twilight

Additional Resources

Websites

<http://korea50.army.mil/peacebound/page1.htm>

Peacebound Trains online; could be used as a center

<http://www.haemibalgassi.com/pt.html>

Haemi Balgassi's (author) website

http://korea50.army.mil/teachers/peacebound/activity_peace.shtml

Teacher's Activity Guide for *Peacebound Trains*

<http://www.soentpiet.com/peace.htm#peace1>

Chris Soentpiet's website teacher's guide to *Peacebound Trains*

<http://www.enchantedlearning.com>

Map of Korea, Flag of Korea for students (Key word search: Korea)

<http://www.Discovery Education.com>

Video Clips:

“North and South Korea” clip from *History of North and South Korea* (2:40)

World Geography: Asia and the Pacific clip shows scenes of modern day Korea

“Civilians Retreat from Korea” (00:54)

“The Other Side of War: Refugees in Search of Sanctuary” (00:50) – Clips show refugees during the Korean War. (News Reel footage)

Images:

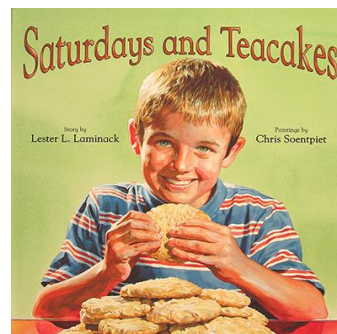
“Map of Korea and Adjacent Nations”

“A Gate to the City of Seoul, Korea”

Curricular Resource Guide prepared by Amy Gold, Bluewater Elementary School;
Maria Lewis, Edge Elementary School; and Keith Kyker, Northwood Elementary School.

Saturdays and Teacakes
Curricular Guide – Chris Soentpiet
Author Visit 2008

Book Author: Lester L. Laminack
 Book Illustrator: Chris K. Soentpiet
 Publisher/year: Peachtree Publishers/2004
 Accelerated Reader level: 4.3
 Suggested grade use: 1-5



Summary: A man remembers Saturdays when he was young boy of nine or ten. He would ride his bicycle to his Ma'am-maw's house, where they spent the day together mowing the lawn, picking vegetables, eating lunch, and making delicious teacakes.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.1.1

Make Predictions

Retell a story

Make generalizations- confirm, extend or correct own knowledge; sequence events

LA.A.2.1

Determine main idea and identify supporting information; activate prior knowledge by relating story awareness; make some inferences about character motivation

LISTENING, VIEWING, AND SPEAKING

LA.C.1.1

Looking at the speaker; smiling/nodding; shaking head yes or no; taking turns in conversation; predicting what will come next

LA.C.3.1

Asking questions, seek information & clarification

LITERATURE

LA.E.1.1

Referring to authors and illustrators

MATH

MA.B.3.2

Estimates of measurement

SOCIAL STUDIES**SS.A.1.2**

Understanding Historical Chronology

SS.B.1.2

Understands interactions of people and physical

VISUAL ARTS**VA.D.1.2**

Assesses, evaluates and responds to characteristics of art work

Content Areas/Teaching Units in which this Book Could be Included

Language Arts

Reading

Writing

Math

Social Studies

Visual Arts

Discussion Questions**Prereading**

1. Title: What is your favorite thing to do on Saturday?
2. Looking at the cover, tell me what this boy is holding.
3. Where do you think this boy is going on his bicycle?

Reading

1. Where does this story take place?
2. What season is it?
3. Why would a gas station owner want a bell to ring as the customer drove in?
4. What do you call your grandmother?

Vocabulary

cemetery

coasting

choking

teacakes

gravel

pavement

glider

Enrichment Activities

1. Paint/draw a picture of your favorite activity with a grandparent.
2. Make teacakes in the classroom following the recipe.
3. Language Activities

Literary Terms:

Onomatopoeias: Whoosh! Criiick-craaack!

Similes: Sunlight spilled, poured and pooled

Colloquialisms:

Reckon

Directly

I 'pect

Brand Names:

Phillips 66

Frigidaire

Blue Bonnet

Additional Resources

Websites

<http://www.peachtree-online.com/teacakes.htm>

Teacake Cookie recipe:

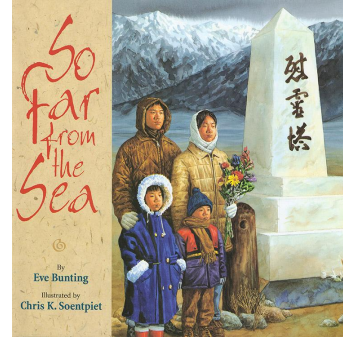
<http://www.soentpiet.com/>

Official website of Chris Soentpiet, including books, biography, awards, etc.

Curricular Resource Guide prepared by Judy Hayes, Elliott Point Elementary School,
and Dondie Sugden, Shalimar Elementary School.

So Far From the Sea
Curricular Guide – Chris Soentpiet
Author Visit 2008

Book Author: Eve Bunting
 Book Illustrator: Chris K. Soentpiet
 Publisher/year: Clarion Books/1998
 Accelerated Reader level: 3.4
 Suggested grade use: 3-5



Summary: A family revisits a War Relocation Center to say farewell to their father/grandfather who passed away during his stay in the camp. The book takes a journey through a period of time when Japanese American citizens were imprisoned after the bombing of Pearl Harbor.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.1
 LA.A.2

MATH

MA.A.4
 MA.B.1

SOCIAL STUDIES

SS.B.1

Content Areas/Teaching Units in which this Book Could be Included

Social Studies

Map Skills
 American History (WWII)

Writing

Responding to Literature

Math

Solving Word Problems
 Time Lines

Research Skills

Summarizing

Reading/Literature

Story Elements

Discussion Questions

1. How would you explain what a Relocation Camp was to another student?
2. Why were the Japanese-Americans sent to Relocation Camps?
3. How would you compare Relocation Camps in California to concentration camps in Germany?

Enrichment Activities

1. Create an original origami by following a pattern.
2. Research Executive Order 9066 signed by President Franklin D. Roosevelt and explain its impact on Japanese-Americans.

Additional Resources**Books***The Complete Book of Origami* by Robert J. Lang*Adolf Hitler: A Study of Hate* by Jeremy Roberts (6.3)*Battle of the Bulge: Turning Back Hitler's Final Push* by Bill Cain (6.8)*In the Camps: Teens Who survived the Nazis Concentration Camps* by Toby Axelrod (6.2)**BrainPop Animations**

Adolph Hitler

Communism

Map Skills

Presidential Power

WWII Causes

War

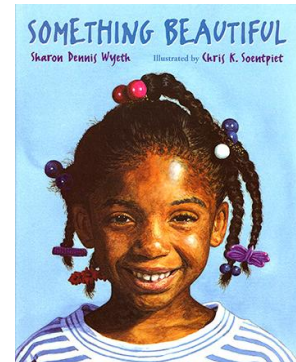
Websiteshttp://www.nps.gov/history/history/online_books/anthropology74/index.htm<http://www.pbs.org/childofcamp/>

<http://americanhistory.about.com/cs/worldwarii/a/internment.htm>http://www.csuohio.edu/art_photos/map.html

Curricular Resource Guide prepared by Belinda Howington and Carolyn Fling,
Walker Elementary School.

Something Beautiful
Curricular Guide – Chris Soentpiet
Author Visit 2008

Book Author: Sharon Dennis Wyeth
 Book Illustrator: Chris K. Soentpiet
 Publisher/year: Dragonfly Books/1998
 Accelerated Reader level: 2.5
 Suggested grade use: K-2



Summary: When she goes looking for “something beautiful” in her city neighborhood, a young girl finds beauty in many different forms.

Sunshine State Standards that could be Covered Using this Book

Grades K-2

READING

LA.A.1.1

Make Predictions
 Retell a story

LA.A.2.1

Determine main idea and identify supporting information
 Activate prior knowledge by relating story awareness
 Make some inferences about character motivation

LISTENING, VIEWING, AND SPEAKING

LA.C.3.1

Asking questions, seek information & clarification

LITERATURE

LA.E.1.1

Referring to authors and illustrators

Content Areas/Teaching Units in which this Book Could be Included

Science - Five Senses

Social Studies - Living in a Large City

Discussion Questions

Prereading

1. Have you ever seen a homeless person? Where?
2. What do you think is beautiful?

During Reading

1. Where do you think Georgina lives?
2. Why are there bars on the windows?

After Reading

1. Name each of the five senses and the object that was beautiful in the story. (e.g., sense of smell -- fish sandwich)
2. What does Georgina do to make her world beautiful?
3. What do you think is beautiful?

Vocabulary

beautiful
laundrette
stoop

Enrichment Activities

Think of the five senses and write about one thing that you think is beautiful for each of the senses.

Additional Resources

Books

A Chance to Shine by Steve Seskin
The Five Senses by Herve Tullet
City Green by DyAnne DiSalvo

Video Resources

“All About the Senses” (Human Body for Children) Schlesinger
“Fly Away Home” (Reading Rainbow)
“My Family from New York City” (Families around the World)

BrainPop Animations

Taste, Smell, Touch, Vision

Websites

<http://www.soentpiet.com/>

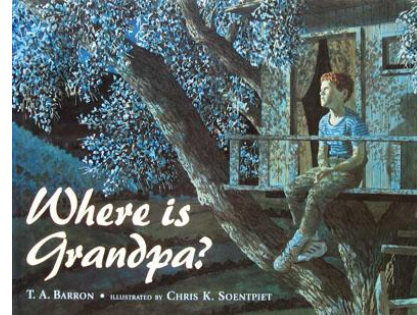
Official website of Chris Soentpiet, including books, biography, awards, etc.

<http://www.sharondenniswyeth.com>

Curricular Resource Guide prepared by Marilyn S. Gates, Florosa Elementary School,
and Kathy Clark, Destin Elementary School.

Where is Grandpa?
Curricular Guide – Chris Soentpiet
Author Visit 2008

Book Author: T. A. Barron
 Book Illustrator: Chris K. Soentpiet
 Publisher/year: Puffin Books/2000
 Accelerated Reader level: 3.1
 Suggested grade use: 3-5



Summary: A boy's grandfather passes away, and family members take turns sharing happy memories about their lives with Grandpa. When it is the boy's turn, he is hesitant to share his special moments because he is more concerned with where his grandpa is now. Through shared memories and reflection, the boy becomes at ease with remembering his Grandpa and with climbing the tree house that his grandfather helped him build.

Sunshine State Standards that could be Covered Using this Book

Grades 3-5

READING

LA.A.1.2 – Reading Process

Uses a variety of strategies to construct meaning

Uses strategies to determine meaning and increase vocabulary

LA.A.2.2 – Meaning from Varied Texts

Identifies main idea or essential message

Identifies author's purpose

LISTENING, VIEWING, AND SPEAKING

LA.C.1.2 – Listening Strategies

Listens and responds to speakers

Listens attentively

LA.C.3.2 – Speaking Strategies

Speaks clearly and loudly

LANGUAGE

LA.D.2.2 – Power of Language

Identifies and refers to symbol, theme, simile, etc.

LITERATURE

LA.E.1-2 – Features of Literary Forms

Identifies literary terminology
 Recognizes attitudes and values in a time period

LA.E.2.2 – Critical response to fiction

Understands effects of language
 Makes comparisons with own life
 Identifies major theme

VISUAL ARTS

VA.C.1.2 – Cultural and Historical Connections

Analyzes art from a variety of sources

Content Areas/Teaching Units in which this Book Could be Included

Reading
 Writing
 Grandparents
 Grandparents Day (*1st Sunday after Labor Day*)

Discussion Questions

The pages in this book are not numbered. Therefore, they are referred to by the pictures.

Prereading

1. Does anyone have a special story that you would like to share about something you have done with your grandpa or grandma?
2. Have you ever lost someone you love?

During Reading

1. Tree house page
Where do you like to go to be alone?
2. Porch page
Do you ever have times when you don't want to talk to anyone?
3. Jack-o-lanterns page
Why doesn't Dad laugh?
4. Swing page
Is there anything around your house that your family has named (such as a bicycle named "Rusty")?
Can you remember a time when someone you met for the first time made you feel comfortable right away?
5. Forrest page
Have you ever ridden on your dad's shoulders? Where were you? What could you see?
How did you feel?

After Reading

1. What would your perfect place to escape to look like? Your “heaven.”
2. What is your favorite memory of you and your grandpa (or grandma)?

Enrichment Activities**Reading Activity – Recognize circular ending.**

Discuss how the ending sentence,

“I knew it would be all right now to climb the old cottonwood....To see as far as I can possibly see,”

refers back to the first two pages of the book.

Writing Activity – Identify similes, metaphors, and vivid details.

Porch page:

“...moving slowly, like an old man”

Waterfall page:

“...like drums pounding”

“...like piccolos piping”

“...like rainbows pouring over a cliff”

“...call it liquid light”

Jack-o-lanterns page:

“...passel of pumpkins”

Swing page:

“...Creakybones”

Forest page:

“...like an echo across a canyon”

“...stood tall, like the tower of a ruined castle”

Raccoon page:

“I’ll never forget their eyes, brighter than lanterns.”

Language Activity – Silent “l” in “salmon” (porch page)

Can you name other words with silent “l’s”?

The silent “l” is often followed by one of 4 letters:

“d” as in could, should, would

“f” as in behalf, calf and half

“k” as in chalk, talk, and walk

“m” as in calm, palm, and salmon

Art Activity

1. Students illustrate a picture of themselves with their family engaged in a family tradition.
2. After the students have the opportunity to share their pictures, the class discusses the cultural differences noted in the illustrations.

Vocabulary

passel
 pasture
 chatter
 piccolos
 salmon
 ponderosa pine
 flowed
 enormous
 ruined
 lanterns
 moment
 glanced

Additional Resources

Books

A Day's Work by Eve Bunting; illustrated by Ronald Himler, 1994.

When Francisco, a young Mexican American boy, tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something even more valuable to teach Francisco.

Abuela by Arthur Dorros, 1991.

While riding on a bus with her grandmother, a little girl imagines that they are carried up into the sky and fly over the sights of New York City.

Grandparent Poems compiled by John Micklos, Jr.; illustrations by Layne Johnson, 2004. Presents a compilation of twenty-two poems in celebration of grandparents.

Discovery Streaming Videos

www.unitedstreaming.com

Discovering Language Arts: Style, Structure, and Tone (Grades 3-5)

BrainPop Animations

www.brainpop.com

English - Writing

similes & metaphors

show not tell

Websites

<http://falcon.jmu.edu/~ramseyil/agingbib.htm>

Features juvenile fiction and nonfiction on aging, including books for secondary school students.

<http://www.soentpiet.com/>

Official website of Chris Soentpiet, including books, biography, awards, etc.

<http://www.google.com/search?hl=en&q=children+book+grandparent&btnG=Google+Search>

Google links to websites on children's books about grandparents

<http://www.apples4theteacher.com/holidays/grandparents-day/kids-books/index.html>

Children's books for Grandparent's Day

<http://www.grandparents-day.com/>

Official Grandparents Day website

Curricular Resource Guide prepared by Ulaunda Nunn and Didi Wilkes,
Bob Sikes Elementary School.