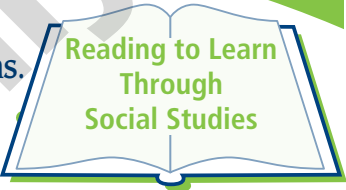


# Literacy Library



The following books can be used to review and reinforce the content taught in these EWW lessons.



Reading to Learn  
Through  
Social Studies

## The Amazing Impossible Erie Canal

by Cheryl Harness

Unit 1, Lesson 5  
Unit 2, Lesson 2  
Unit 4, Lessons 3, 5

## Are We There Yet?

by Alison Lester

Unit 1, Lesson 3  
Unit 4, Lesson 3  
Unit 5, Lessons 2, 3  
Unit 6, Lessons 3, 5

## Dumpling Soup

by Jama Kim Rattigan

Unit 3, Lesson 3  
Unit 4, Lesson 3  
Unit 6, Lesson 1

## Extra Cheese, Please!

by Cris Peterson

Unit 1, Lesson 2  
Unit 2, Lessons 1, 2  
Unit 4, Lesson 1

## Henry Hikes to Fitchburg

by D.B. Johnson

Unit 1, Lesson 5  
Unit 2, Lessons 1, 2  
Unit 4, Lesson 3

## The Journey

by Sarah Stewart

Unit 1, Lessons 1, 2  
Unit 2, Lessons 1, 2  
Unit 4, Lesson 3

## My Rows and Piles of Coins

by Tolowa M. Mollel

Unit 1, Lesson 2  
Unit 2, Lessons 1, 2  
Unit 5, Lessons 3, 4  
Unit 6, Lessons 1, 5

## My Senator and Me

by Edward M. Kennedy

Unit 4, Lesson 4

## On the Same Day in March

by Marilyn Singer

Unit 4, Lessons 2, 3  
Unit 5, Lesson 3  
Unit 6, Lessons 1, 3, 4, 5

## On This Spot

by Susan E. Goodman

Unit 1, Lessons 1, 2  
Unit 2, Lesson 4  
Unit 4, Lesson 5

## A River Ran Wild

by Lynne Cherry

Unit 1, Lessons 1, 2, 3  
Unit 2, Lessons 3, 4  
Unit 4, Lessons 2, 5

## Thank You, Sarah

by Laurie Halse Anderson

Unit 2, Lesson 3  
Unit 4, Lessons 4, 5

Use these Exploring Where & Why Grade 3 program components with the Literacy Library:

- Teacher's Guide
- *The Nystrom Map Champ Atlases*
- Desk Maps 3A, 3B, 3C, and 3D
- Wall Maps 3A and 3B
- Activity Globes
- United States Models
- Markers

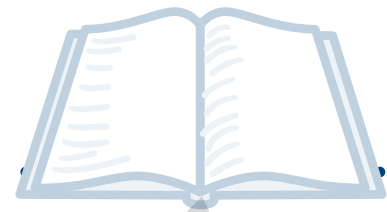
These Nystrom materials also can be used with the Literacy Library:

- The Nystrom Readiness wall map of the World
- The Nystrom Readiness wall map of the United States
- The Nystrom Readiness Globe



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# Teaching with Books



These books are engaging stories for teachers to read to students and for students to read to themselves. They are designed to introduce familiar primary themes. These stories also:

- stimulate oral language development
- provide bases for expanding the theme
- have cross-curricular connections

## Before reading a book:

- Show students the cover.
- Read the title.
- Ask students to predict what the story is about.

## While reading a book:

- Involve students in the story. Before turning a page, ask students to predict what will happen next.
- When appropriate, ask students how the character might feel after what just happened in the story.
- Stop to discuss the meaning of new or unfamiliar words.

## After reading a story:

- Discuss the story to help students develop oral language, critical thinking, and problem-solving skills.
- Ask students to describe similar experiences that they have had.

- Select new vocabulary words from the story. Write the word on the board. As a class, spell the word and sound it out. Ask students what they think the word means, rereading a sentence from the book. Then define the word. Have students find the word in the book.
- Have students recall events in the story. List each event on a sentence strip. Then have students sequence the strips.
- Show students how to make a trifold story board. (See instructions below.)

## Developing the Theme

Use the story as a springboard to other activities.

- See the cross-curricular activities suggested for each book.
- As a class, write a Class Book based on the theme. (See instructions below.)

Many of the books have multiple themes and can be used in a variety of ways.



### ART Trifold Story Boards

Fold a sheet of paper into three sections. Label the sections **1**, **2**, and **3**. Have students draw something that happened in the beginning of the story in section 1, the middle in section 2, and the end in section 3. Encourage students to retell the story using their story boards.



### WRITING Class Book

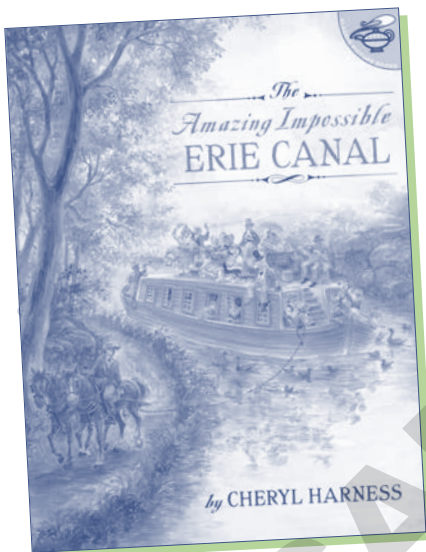
As a class, write a story based on the theme of the book. Have students give the book a title and illustrate the story. Bind the book.

Include a comment page at the end of the book for family members to use.

Allow students to take the Class Book home for an evening to share with their families. Then place the finished book in your classroom reading corner, for students to read during free time.

# The Amazing Impossible Erie Canal

Written and illustrated by Cheryl Harness



Use this book to introduce one or more of the following lessons in **Exploring Where & Why, Grade 3**. Or read the book after the lessons to review and reinforce learning.

## Unit 2

**Lesson 2** Transportation and Communication

## Unit 4

**Lesson 5** U.S. History



**Book Summary:** This nonfiction book traces the construction of and inaugural journey on the Erie Canal—the longest uninterrupted canal in the world. Once called “Clinton’s Ditch,” the canal was crucial in linking the Great Lakes with the East Coast.

## Cross-Curricular Activities

**Reading Suggestion:** This book is longer and more difficult than most books in the literacy library. You may want to read the book in sections over the course of several days. The first time through, read just the main text. The second time through, read the hand-written notes that appear near the illustrations.

**Optional:** Have students read some of the other books listed in the bibliography.

### Reading



**Comprehension** ♦ Have students use information from the book to explain what the words to the song “Low Bridge, Everybody Down” mean.

### Writing



Have students use information from a page in the book to write a newspaper article about the event.

### Social Studies



**Geography 1** ♦ The first few pages of the book describe the difficulty getting goods from the East Coast to the frontier across the Appalachian Mountains. On the **United States Model**, have students draw a route from anywhere on the East Coast over the Appalachian Mountains to Ohio.


**Geography 2** ♦ On the **Readiness** wall map of the United States, model drawing the route from New York City up the Hudson River to Albany, and then west on the Erie Canal to Buffalo, as students follow along on their **United States Models**.

**History 1** ♦ Have students locate the Erie Canal on the timeline on pages 34–35 of the **Map Champ Atlas**. Have them identify other events that happened around the same time and in the same area.

(continued)


**History 2** ♦ As a class, make a timeline of the construction of the canal from 1818 to 1825. Have students use the information in the book to add details and events to the timeline.

### Math

 **Activity 1** ♦ Have students calculate how long it would take boats to travel the 363 miles of the canal, if horses pulled the boats at the speed of four miles an hour (91 hours, or 3.8 days).


**Activity 2** ♦ The western end of the Erie Canal, Buffalo on Lake Erie, is 565 feet higher than the eastern end of the canal, Albany on the Hudson River. There are 83 locks on the canal. Have students calculate the average height of the locks (6.8 feet). Then have them use data from the book to calculate the average height of specific sections of locks.

### Science

 **Activity 1** ♦ Explain to students that a lock helps boats get past waterfalls and rapids along rivers. Demonstrate how a lock works, using a plastic tub and a toy boat. Start with a little water in a tub and mark the level of a higher body of water on the side of the tub. Slowly add water to the tub and show how the boat rises to the next level.

**Activity 2** ♦ *The Amazing Impossible Erie Canal* includes several diagrams of locks, the canal, and a packet boat. Have students draw a cross-section diagram of a simple object, such as a pencil or a wagon, and label its parts.

### Critical Thinking

 As a class, make a cause and effect chart showing the conditions that led to the building of the Erie Canal. Have students use information from the first few pages of the book.

### Art



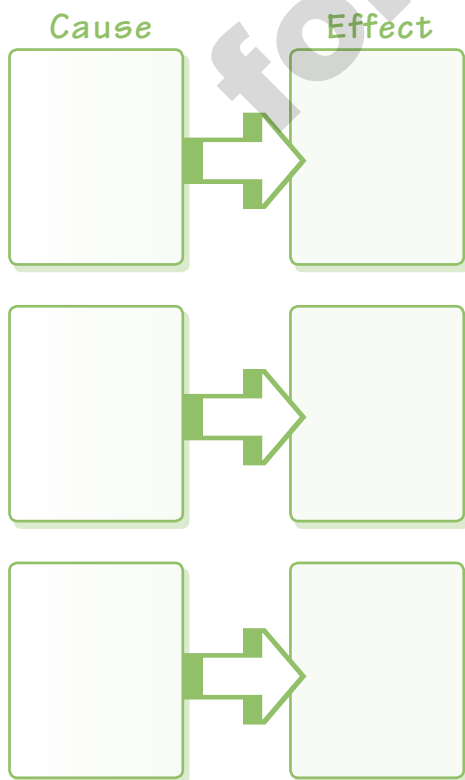
Have students draw banners and posters that might have been displayed during Governor Clinton's first journey on the Erie Canal.

### Music



Teach the class the song "Low Bridge, Everybody Down" on the inside back cover. Have them sing it after they read the book.

$$363 \div 4 = ?$$



# Are We There Yet?

Written and illustrated by Alison Lester



**Book Summary:** Grace and her family enjoy a three-month vacation as they travel around the continent of Australia. Join them as they explore deserts, the outback, beaches, and rainforests across the vast country. Based on the author's real-life travels.

## Cross-Curricular Activities

### Reading

Use this book to introduce the one or more of the following lessons in **Exploring Where & Why, Grade 3**. Or read the book after the lesson to review and reinforce learning.

#### Unit 4

**Lesson 3** Traveling Around the United States

#### Unit 6

**Lesson 5** Other Continents



**Fluency** ♦ Model fluency by reading the book aloud to the class. Divide students into pairs, placing more fluent readers with less fluent readers. Have students take turns reading pages to each other with appropriate speed and phrasing.

**Vocabulary** ♦ Help students pronounce unfamiliar place names in Australia, such as:

Cairns	KERNZ
Canberra	KAN buh ruh
Coorong	KOO rahng
Mareeba	muh REE buh
Nullarbor	NUH luhr BOR

**Comprehension** ♦ Read a section of the book to the class. Close the book and have students work with a partner and write down as many things as they can remember about the reading. Have them share their lists with another pair.

### Writing



**Activity 1** ♦ Have students write a post card describing a stop on the trip. On the reverse side, have them draw a picture depicting something in the area.

**Activity 2** ♦ *Are We There Yet?* is told by 8-year-old Grace. Have students rewrite a paragraph as told by another family member.

**Activity 3** ♦ Alison Lester uses colorful descriptions throughout the book. For example, she describes the Great Barrier Reef as “a swirling underwater carnival of fish and coral.” Have students write descriptions of places they have been that bring images to mind.

*(continued)*

## Social Studies

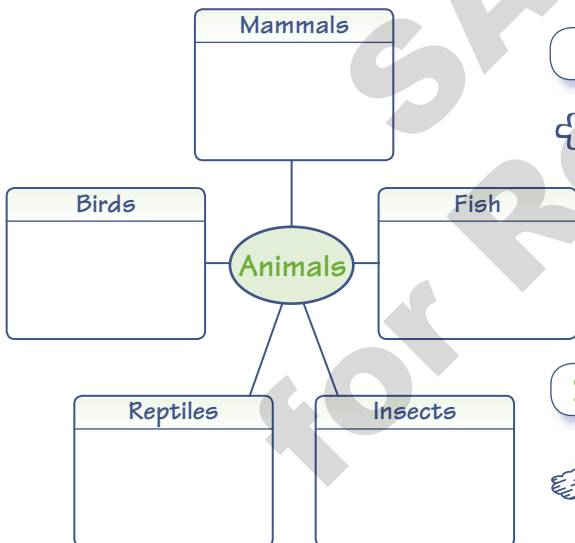


**Culture** ♦ Australians speak English. However, they occasionally use different terms than we do. As you read the book, have the class make a list of Australian terms.

**Geography 1** ♦ The illustrations in “Starting Out” show a view from the ground, a view from directly above, and a cross section of the camper trailer. Have students use the information to draw a bird’s-eye view of the trailer.

**Geography 2** ♦ As you read the book, have student draw the route on **Desk Map 3D** with a map marker or on pages 48–49 of the **Map Champ Atlas** with a finger.

**Geography 3** ♦ As a class, plan a road trip around the United States. Try to stay on interstate highways. Model drawing the route on a **Readiness Wall Map** of the United States, as students do the same on **Desk Map 3C**.



## Math



**Activity 1** ♦ Grace’s family took three months to make the journey. On a calendar, have the class plan out the trip.

**Activity 2** ♦ Near Eucla, the family traveled 150 kilometers on a straight road. Explain to the class that kilometers are a metric measure of distance. Let them know that 150 kilometers is about 93 miles.

## Science



**Activity 1** ♦ Have students list all the animals mentioned in the book. Then have them classify the animals into five categories: mammals, birds, fish, reptiles, and insects.

**Activity 2** ♦ In Australia, the seasons are the opposite of ours. They have winter when we have summer. Ask a student to hold a light representing the sun. Have other students tilt the **Activity Globe** and move it around the sun. When Australia is tilted away from the sun (from June through September) it is experiencing winter.

## Sights

Found only in Australia	Also found in the United States

## Critical Thinking



As a class, make a T-chart of sights Grace and her family saw on vacation. Identify sights found only in Australia and those also found in the United States.

## Music



Teach the class a song from Australia that Grace and her family might have sung on the road trip. Some possibilities include “Waltzing Matilda” or “Tie Me Kangaroo Down.”

# Dumpling Soup

Written by Jama Kim Rattigan; illustrated by Lillian Hsu-Flanders



**Book Summary:** A girl in Hawaii helps make Korean dumplings for the first time, as part of her family's traditional New Year's Eve celebration.

## Cross-Curricular Activities

### Reading

Use this book to introduce the following lesson in **Exploring Where & Why, Grade 3**. Or read the book after the lesson to review and reinforce learning.

#### Unit 3

#### Lesson 3 Our State



**Phonics** ♦ (Do Vocabulary before this activity.) Let students know that the Hawaiian alphabet only has 12 letters. Write **A E H I K L M N O P U W** on the board. Explain that every word in Hawaiian ends in a vowel. On your list of unfamiliar words, have students circle any that might be Hawaiian based on the letters in the word. Check their answers using the glossary.

**Fluency** ♦ Read the entire book aloud once to the class. Then assign each student a paragraph or page from the book. Have students practice reading their passages aloud before they take turns reading the book aloud to the class.

**Vocabulary** ♦ The story uses many Hawaiian, Japanese, and Korean words. As a class, make a list of any unfamiliar words. Use the glossary in the book to help students sound out the words and learn their meanings.

**Comprehension** ♦ As a class, have students name the things the Yang family does on New Year's Eve. List each on strip of paper. Scramble the strips and have students put them in the same order they were done in the book.

### Writing



The author entered this story in a writing contest sponsored by New Voices, New World and won. This book was published as a result of the contest. Hold a class writing contest, possibly about a personal holiday experience. Have a panel of judges from the school or community read the entries and select a winner. "Publish" the winning story.

### Social Studies



**Culture** ♦ Have students bring in recipes for dishes they would like to contribute to the Yang family's celebration.



(continued)

**Geography 1** ♦ *Dumpling Soup* takes place on the Hawaiian island of Oahu. On the **Readiness** wall map of the United States, outline the inset map of Hawaii. On **Desk Map 3C**, have students circle the island of Oahu.

**Geography 2** ♦ Many of Marisa's relatives are Korean, Japanese, Chinese, and Hawaiian. On the **Activity Globes**, help students circle Hawaii and put an **X** on Korea (North or South), Japan, and China, as you do the same on a **Readiness** globe. Have students draw arrows from their Xs to Hawaii. Also help students find and put a dot ● on your region of the United States.

### Math



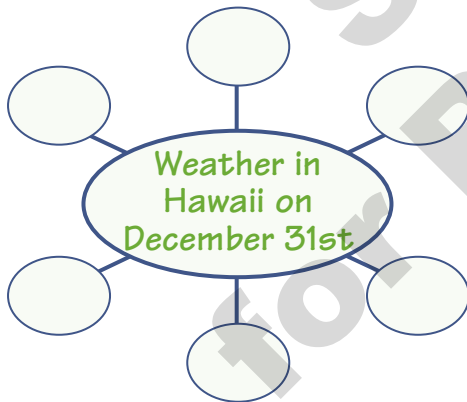
Have students count the number of family members in Marisa's family (19), using the family portrait on the last page. Have them then estimate how many dumplings would be needed for their New Year's Eve dinner if everyone ate 4 dumplings (76), 6 dumplings (114), or 10 dumplings (190).

### Science



**Activity 1** ♦ As a class, make a web that describes the weather in Hawaii on December 31st. Have students use the illustrations and descriptions in the book for information.

**Activity 2** ♦ Have students locate Hawaii on the map on pages 24–25 of the *Map Champ Atlas* (it is the group of islands west of the label for the Pacific Ocean). Point out the state's proximity to the Equator. Have them use the information to write a sentence about Hawaii's climate.



### Critical Thinking



Have students use a Venn diagram to compare their New Year's Eve celebrations with Marisa's in Hawaii.

### Art

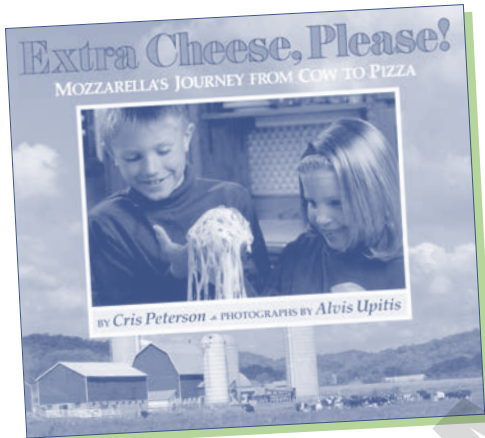


The Yangs and their neighbors welcome in the New Year with fireworks and sparklers. Have students draw a picture of fireworks and/or sparklers with crayons. Then have them paint over the drawing with black watercolor paint, to create a nighttime scene.



# Extra Cheese, Please!

Written by Cris Peterson; photographed by Alvis Uptis



**Book Summary:** This engaging book traces the journey of mozzarella cheese from cow to pizza. Colorful photographs illustrate the many steps involved in making cheese.

## Cross-Curricular Activities

### Reading

Use this book to introduce the following lesson in **Exploring Where & Why**, Grade 3. Or read the book after the lesson to review and reinforce learning.

#### Unit 2

Lesson 1 Workers and Goods



**Fluency** ♦ Have each student read the first page of the book aloud to a group of students. Have them work on reading with speed, accuracy, and expression.

**Vocabulary** ♦ Read the entire book aloud once to the class. Then read the book again. This time, have students stop you each time they hear an unfamiliar word. List these words on the board. Define the words as a class. Then have students make their own personal glossary of words, beginning with those in the glossary at the end of the book.

**Comprehension** ♦ Have students take notes as you read aloud the page that begins *Every morning and every night*. Do not show the class the photos. Then have students draw a simple sketch that shows what was just described.

### Writing



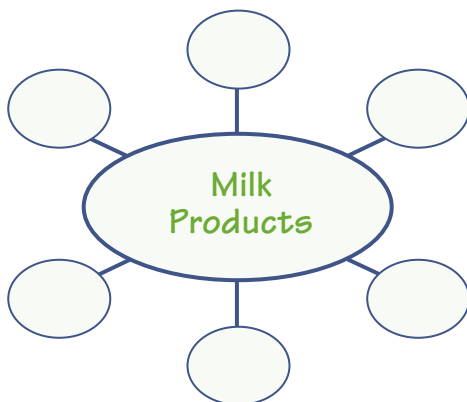
On the first page, the author says, “pizza isn’t pizza without cheese.” As a class, brainstorm other things that just aren’t right without a key ingredient, person, or thing. Have each student write and illustrate their own version of the sentence.

### Social Studies



**Economics 1** ♦ Have students make a list of all the workers needed to produce milk and make cheese.

**Economics 2** ♦ Give students one minute to list as many products made from milk as they can. Then, as a class, take their ideas and make a web of milk products (such as chocolate milk, specific types of cheese, yogurt, ice cream, cottage cheese).



*(continued)*

**Geography** ♦ On **Desk Map 3A**, have students trace the route from cow to pizza, as you model it on **Wall Map 3A**. The route should begin at the dairy farm; milk then is transported to a factory; then cheese is transported to food stores, delis, pizza parlors, and restaurants; and finally cheese and foods made with cheese are taken home.

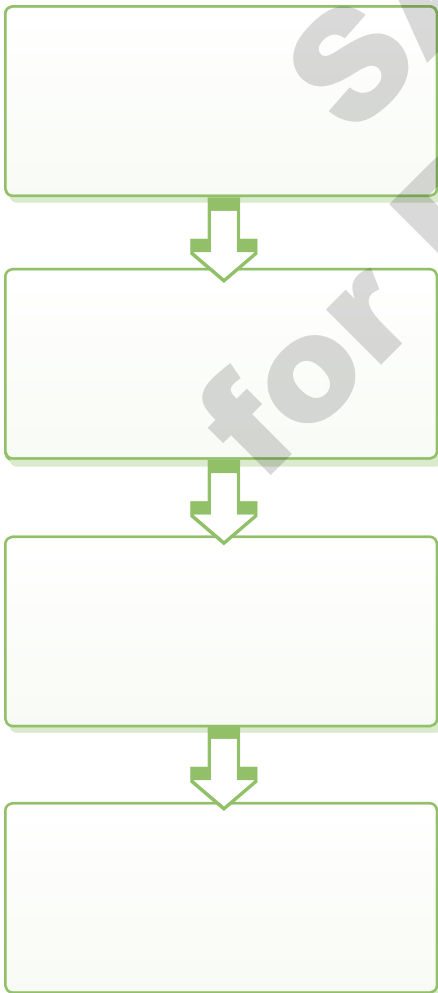
### Math



*Extra Cheese, Please!* includes a number of statistics. Most are given for a year. Have students determine how many glasses of milk are produced, how much cheese for pizzas is produced, and how much feed is provided per day.

### Science

#### Making Cheese



**Activity 1** ♦ Explain to the class that female cattle are called cows. Cows do not produce milk until they give birth to a calf. As a class, brainstorm a list of other animals that give milk. Write **MAMMALS** on the board and point out that milk-producing animals are mammals. Have students read the names of all the mammals on the list.

**Activity 2** ♦ At the cheese factory, milk is heated to 165°F to kill any harmful bacteria. Have students bring in empty food containers with *pasteurized* on the label. (Suggest they check the ingredients list.) Display the labels on a bulletin board about pasteurization.

### Critical Thinking



Have students make a flow chart showing the steps involved in making cheese at the cheese factory.

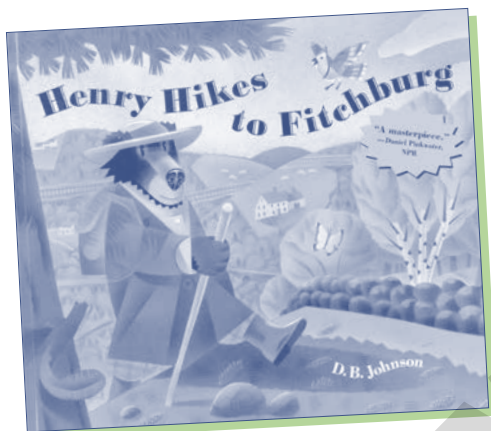
### Art



The author uses similes to make unlikely comparisons. She writes, “Our farm rises from the hayfields like a red mountain of buildings and silos” and “The bricks of cheese float like overgrown building blocks in a bathtub.” Have students draw a cartoon illustrating one of these similes.

# Henry Hikes to Fitchburg

Written and illustrated by D.B. Johnson



**Book Summary:** Based on a passage from *Walden*, by Henry David Thoreau, this book compares two journeys to Fitchburg—one by train and the other on foot.

## Cross-Curricular Activities

**Reading Suggestion:** Read the entire book aloud once to the class. Then read just Henry's part of the journey. Go back and read Henry's friend's part of the journey.

Use this book to introduce one or more of the following lessons in **Exploring Where & Why, Grade 3**. Or read the book after the lessons to review and reinforce learning.

### Unit 2

- Lesson 1** Workers and Goods
- Lesson 2** Transportation and Communication

### Unit 4

- Lesson 3** Traveling Around the United States

### Reading



**Vocabulary** ♦ Have students examine the illustrations of Henry's part of the journey, looking for clues about the terrain. Is it urban or rural? Flat or hilly? Have them write a list of adjectives that describe the landscape.

**Comprehension** ♦ As a class, make a list of all the things Henry does en route to Fitchburg. Have them put an **F** in front of any that sound like they would be fun.

### Writing



This is a simple pattern story. The left page is usually a sentence describing what Henry's friend did and how much he earned. The right page is usually a sentence describing what Henry did and how far it is to Fitchburg. Have each student write and illustrate two replacement pages for the book based on this pattern. Assemble the pages into a class book.

### Social Studies



**Economics** ♦ Have students make a chart that lists the jobs that Henry's friend performed and how much he earned per job.

**Geography 1** ♦ On **Desk Map 3A**, have students draw Henry's friend's route for the day, as you model it on **Wall Map 3A**. He went from a home (choose any home), to the post office, to a house with a garden (on Park Street), to the courthouse (Town Hall), to another home, to a park, to another house, to a mill (a factory), to the bakery, and to the railroad crossing (on Park Street). Then have students trace the train tracks out of town.

Job	Amount Earned

(continued)



**Geography 2** ♦ *Henry Hikes to Fitchburg* takes place in Concord and Fitchburg in Massachusetts. Concord is now a northwest suburb of Boston and Fitchburg is 30 miles northwest of Concord. Have students outline Massachusetts on **Desk Map 3C**, as you model it on the **Readiness** wall map of the United States. Have students use the compass rose to draw an arrow heading northwest from Boston. Also have them use the map scale to measure 30 miles along that line.

**History** ♦ In the story, Henry paddles up the Nashua River—the same river described in *A River Ran Wild* by Lynne Cherry. Read the passage in that book describing the river around 1850 (the Industrial Revolution and times of “progress”). Have students compare the illustrations of the river in the two books. Have them write a sentence describing the river at that time.

### Math



**Activity 1** ♦ Before students read Henry’s friend’s part of the journey, explain that a train ticket to Fitchburg costs 90¢. Each time Henry’s friend is paid, have students subtract the amount from 90¢ or the previous total to determine how much he still needs to earn.

**Activity 2** ♦ Have students calculate the number of hours it will take Henry to hike 30 miles if he travels 2 miles an hour (15 hours), 3 miles an hour (10 hours), or 4 miles an hour (7.5 hours). If Henry starts walking at 9 a.m., have them determine when he will arrive in Fitchburg (midnight at 2 mph, 7 p.m. at 3 mph, and 4:30 p.m. at 4 mph).

### Critical Thinking

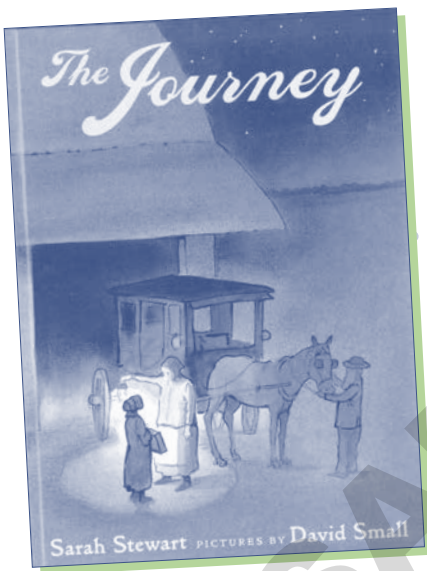


Divide the class in half. Assign one half walking to Fitchburg and the other half working to earn money to take the train. Have students work with a partner. Have them list two good things or advantages and two bad things or disadvantages of that way of traveling. Then have the pairs share their lists with the class. Finally, have students vote for the means of travel they would take.

Walking to Fitchburg	
<b>Advantages</b> 1. 2.	<b>Disadvantages</b> 1. 2.

# The Journey

Written by Sarah Stewart; illustrated by David Small



Use this book to introduce one or more of the following lessons in **Exploring Where & Why, Grade 3**. Or read the book after the lessons to review and reinforce learning.

## Unit 1

**Lesson 1** Types of Communities

## Unit 4

**Lesson 3** Traveling Around the United States

**Book Summary:** Hannah, an Amish girl, goes on her first vacation to the big city. Throughout her travels, she can't help comparing Chicago to her own farming community.

## Cross-Curricular Activities

### Reading



**Fluency** ♦ Divide the class into groups of seven. Have each student in a group select a different diary entry. Have students practice their entries several times before reading them aloud to the group.

**Comprehension 1** ♦ Have students prepare an itinerary for Hannah's trip.

**Comprehension 2** ♦ After reading the book, have students list five words that describe Chicago.

### Writing



**Activity 1** ♦ At the end of every day, Hannah writes about her experiences in a diary. Have students write a diary or journal entry about their own day.

**Activity 2** ♦ Have students write a post card from Hannah to a friend or family member back home. On the reverse side, have them draw or paste a picture of Chicago.

**Activity 3** ♦ In *The Journey*, the illustrations of Hannah's community have no words. As a class, write a story to go with those pictures.

### Social Studies




**Culture** ♦ Explain to students that Hannah and her family are Amish. Amish women must wear long dresses and bonnets. Amish men wear dark clothes and hats. They are prohibited from using electricity in their homes. As a class, list changes students would have to make in their own lives if they were Amish.

**Economics** ♦ Have students look through the book and make a list of all the types of transportation pictured.

*(continued)*

**Geography 1** ♦ The Amish live in 21 states in the United States. The largest groups of Amish are in Iowa, Illinois, Indiana, Ohio, and Pennsylvania. On the **Readiness** wall map of the United States, put an **A** for Amish on each of these states, as students write on **Desk Map 3C**. (If your state also has an Amish community, label it with an **A**.)

**Geography 2** ♦ The community on **Desk Map 3A** looks more like Hannah's community than like Chicago. On the desk map, have students select and label Hannah's farm **H**, pick a place that looks like the bus stop and label it **B**, and draw a fish  on a fishing hole, lake, or river.

**Geography 3** ♦ At the aquarium, Hannah correctly answers a question about the number of oceans in the world. On **Desk Map 3D**, have students underline the names of all the oceans and count them (5, some are labeled twice).

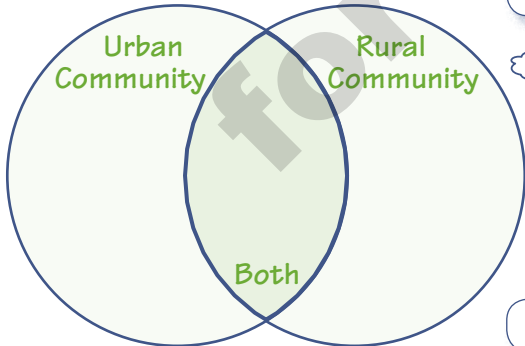
### Math

$$1,450 \div 34 = ?$$



Explain to the class that the Sears Tower in Chicago is one of the tallest buildings in the world with a height of 1,450 feet. An average barn is about 34 feet tall. Have students calculate how many barns stacked on top of one another it would take to reach the height of the Sears Tower (over 42).

### Critical Thinking



**Activity 1** ♦ On a Venn diagram, have students compare an urban community (Chicago) with a rural community (Hannah's).

**Activity 2** ♦ Ask students to choose a pair of illustrations of Chicago and Hannah's community. Have them identify two ways the illustrations are alike.

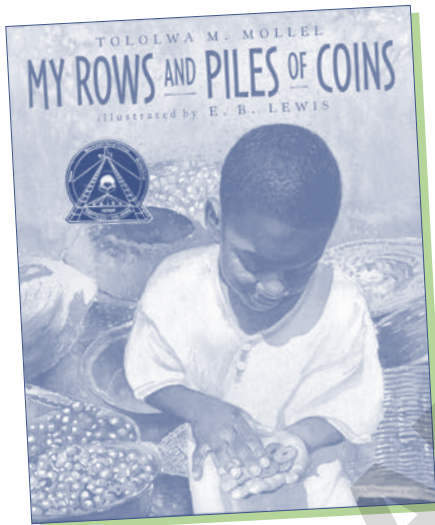
### Art



At an art museum in Chicago, Hannah saw a painting of haystacks by Claude Monet that reminded her of home. Have students look through art books or magazines and find a painting that reminds them of their community.

# My Rows and Piles of Coins

Written by Tololwa M. Mollel; illustrated by E.B. Lewis



**Book Summary:** Set in Tanzania, this story is told by a boy who works hard and saves his earnings to buy a bike. He wants to use the bike to help transport his mother's goods to market.

## Cross-Curricular Activities

### Reading



**Fluency** ♦ Read the book aloud to the class. Then assign students the following parts: the narrator (one or several boys), mother Yeyo, the bike salesman, children in the neighborhood, and Murete. Have them practice their parts and then read the story as a readers' theater.

**Vocabulary** ♦ This book uses several foreign words. As you read the book a second or third time, have students raise their hands each time they hear an unfamiliar word. Using the glossary in the back of the book, have students look up foreign words. Have them look up other words in your classroom dictionary.

### Writing



**Activity 1** ♦ This story is told by a young boy. Have students select a paragraph and rewrite it using a different narrator, such as the mother, Murete, or the bike salesman.

**Activity 2** ♦ On page 12, read the sentence *Soon I would be like a cheetah on wheels, racing on errands with my very own bicycle!* Explain to students that *like a cheetah on wheels* is a simile. Similes compare two unlike things using *like* or *as*. As a class, write several new similes about riding a bike.

### Social Studies



**Culture** ♦ Have students compare the market in the book with a farmer's market or supermarket in their own community. Have them use a graphic organizer to compare products sold, vendors, customers, buildings, etc.

	Products Sold	Vendors	Customers	Buildings
Market in Tanzania				
Market in My Community				



**Economics 1** ♦ In Tanzania, at the time the story takes place, bicycles cost about 150 to 500 shillings (\$19–63). Have students look in the newspaper, sale flyers, and catalogs to determine the average price of new and used bikes today in the United States.

**Economics 2** ♦ Have students identify something they'd like to save money for and the cost of that item. Then have them list four ways they could earn or save that money (such as setting aside part of an allowance or money received as a birthday present).

**Geography** ♦ This story takes place in Tanzania. Give students the following clues to help them locate the country on **Desk Map 3D**.

*It is in the Southern Hemisphere.*

*It is on the continent of Africa.*

*It is northeast of South Africa.*

*It is near 0°N, 30°E.*

Have them outline the country when they find it.

**History** ♦ On a calendar, have students track the events and time span covered in the book.

### Math



Have students count the number of 10-cent coins in each illustration. (Assume that, in most illustrations, there are 10 coins in a stack.) Explain that ten 10-cent coins equal a shilling. Have students calculate how many shillings Saruni has each time.

### Science



The story mentions *chilly July days*. Have students put an **X** on Tanzania on an **Activity Globe**. Using a flashlight and the diagram on page 215 of the **Teacher's Guide**, have students tilt and move their globes around the flashlight "sun." Point out that countries in the Southern Hemisphere tilt away from the sun in June and July, when countries in the Northern Hemisphere are warmer.

### Critical Thinking



Have students draw a story map illustrating key events in the book.

Beginning	Middle	End

# My Senator and Me

Written by Edward M. Kennedy; illustrated by David Small



Use this book to introduce the following lesson in **Exploring Where & Why, Grade 3**. Or read the book after the lesson to review and reinforce learning.

## Unit 4

Lesson 4 U.S. Government



**Book Summary:** This nonfiction book is narrated by Splash, Senator Kennedy's dog, and provides a dog's-eye view of Washington, D.C. It follows Splash and the senator through a typical day at the Senate.

## Cross-Curricular Activities

### Reading



**Fluency** ♦ Read the book aloud once to the class. Then assign students parts from the book (Splash's narration, the senator, staff members, etc.). The second time through the book, have students read their parts as a readers' theater.

**Vocabulary** ♦ Write **capital** and **capitol** on the board. Have students find sentences in the book using each term. See if they can determine the meaning of each in context. If not, have students look up the words in a dictionary. Then have them write one sentence that includes both words.

**Comprehension** ♦ The book quotes an old saying: *If you want a friend in Washington, get a dog.* Write the sentence on the board. Have students work in small groups to try to determine what the sentence means. Have the groups share their conclusions with the class.

### Writing



**Activity 1** ♦ This story is written from Splash's point of view. Have students choose a sentence from the book and rewrite it from the senator's or another human's point of view.

**Activity 2** ♦ Near the back of the book, there are biographies of Senator Kennedy and of Splash. Have students use these as a model to write their own biographies. Have them also draw a self-portrait.

### Social Studies



**Civics 1** ♦ This book focuses on one of the branches of government. Have students use pages 32–33 of the **Map Champ Atlas** to identify the three branches. List them on the board. Then have a student circle the branch discussed in the book (the Legislative branch). Explain that this branch makes laws.

(continued)



**Civics 2** ♦ Have students create a class poster showing the three branches of government.

**Civics 3** ♦ Have students make a list of all the symbols of our country shown in the book.

**Civics 4** ♦ This book is written by Senator Kennedy, who represents the state of Massachusetts. Have students use the Internet and newspapers to find out who the two senators from your state are.

**Geography 1** ♦ The first two pages of the story show a bird's-eye view of Washington, D.C. As a class, use the drawing to make a map of the National Mall. Have students use later illustrations in the book to help them label the Capitol building, Washington Monument, and the Lincoln Memorial on the map.

**Geography 2** ♦ Senator Kennedy has a home in Massachusetts. Splash originally lived in Virginia. They both work in Washington, D.C. On **Desk Map 3C**, have students outline Massachusetts and Virginia and circle Washington, D.C., as you model the same on the **Readiness** wall map of the United States.

### Math



Have students use the times given in the book to prepare a schedule of events in the senator's day.

### Science



Splash is a Portuguese Water Dog. Have students use information from the book to list characteristics of the breed. Optional: have students use the library and the Internet to find out more about the breed.

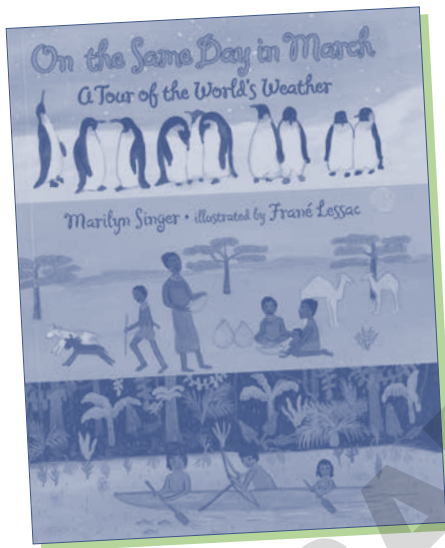
### Critical Thinking



The last page of the book describes how a bill becomes a law. As a class, summarize each step in a short phrase and write it on a strip of paper. Scramble the strips of paper, and then have students take turns putting the steps into the correct sequence.

# On the Same Day in March

Written by Marilyn Singer; illustrated by Frané Lessac



Use this book to introduce the following lesson in **Exploring Where & Why, Grade 3**. Or read the book after the lesson to review and reinforce learning.

## Unit 6

**Lesson 1** Temperature and Seasons



**Book Summary:** This book surveys the weather in different parts of the world on the same day in March. From the Arctic to the Antarctic, it shows how latitude and the earth's revolution affect climate.

## Cross-Curricular Activities

### Reading



**Fluency** ♦ Divide students into pairs. Have students take turns reading a page from the book with expression, paying close attention to punctuation marks.

**Vocabulary 1** ♦ Tell students that the noun *March* and the verb *march* are a homograph pair. Have students identify other homographs in the book (*seal, school, watch, plain*) and write two meanings for each homograph.

**Vocabulary 2** ♦ Have students make a cloud-shaped book of precipitation words from *On the Same Day in March* (snow, sleet, rain, and hailstones). Have students staple the cloud sheets together. Then have them define and illustrate a different precipitation word on each page of the book.

### Writing



Have students write a declarative, an imperative, an interrogative, and an exclamatory sentence about a region from the book. For example, an exclamatory sentence for Darwin, Australia, might read *Here come the willy-willies!*

### Social Studies



**Culture** ♦ Read about a particular place in the book. Also have students look at photos of the continent on pages 38–51 of the *Map Champ Atlas*. Then have students create a poster about the region, illustrating at least three features.

**Geography 1** ♦ While reading, have students use **Desk Map 3D** to mark an **X** on each place mentioned in the book. Model this on the **Readiness World** wall map. (Alberta is east of the Rocky Mountains in southern Canada, the Texas Panhandle is northwest of Houston, Louisiana is west of the Mississippi River and north of the Gulf of Mexico, Xian is southwest of Beijing, and Darjeeling is north of Bangladesh.)

*(continued)*

**Geography 2** ♦ After completing Geography 1, have students trace the Equator. Explain that most places on or near the Equator are always hot. (Refer them to pages 24–25 of the *Map Champ Atlas*.) Have students circle the places that are on or near the Equator.

**Geography 3** ♦ Shine a flashlight to represent the sun. Have students hold **Activity Globes** to show how the earth tilts in March. Have them label the Northern Hemisphere **SPRING** and the Southern Hemisphere **FALL**.

### Math



Have students use the map scale on **Desk Map 3D** to determine the number of miles between New York City and Paris. (5,000 miles)

### Science



**Activity 1** ♦ Read “in Alberta, Canada.” Have students demonstrate the effect of warm chinook winds on snow. Group students in pairs and give each pair two small ice cubes. While one student blows on one of the ice cubes, have the other student observe which of the two ice cubes melts the fastest.

**Activity 2** ♦ In Australia, hurricanes are called *willy-willies*. Look at the illustration and text in the book and discuss the what to do during a hurricane. Then, as a class, write a list of tips to use when a hurricane strikes.

### Critical Thinking



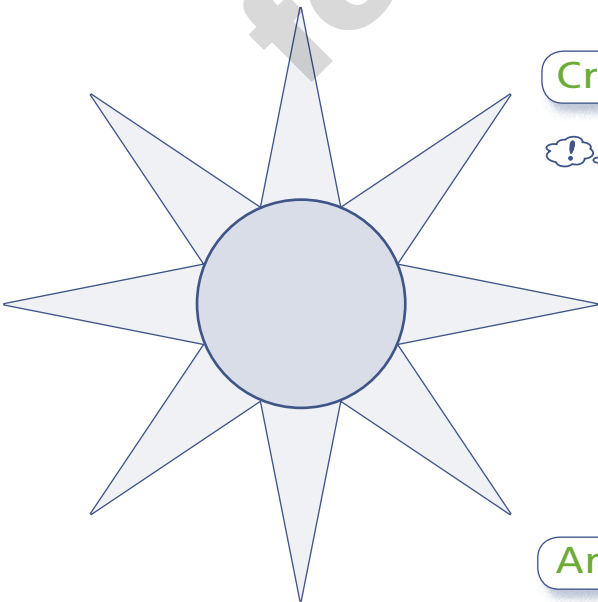
**Activity 1** ♦ Read the story. Then discuss how the book would be different if it were titled *On the Same Day in December*. Have students rewrite a page from the book for the month of December.

**Activity 2** ♦ Read the second paragraph from “A Note from the Author.” As a class, discuss the term *six-month sun*. Then, have students sketch a sun on a sheet of paper. In the sun’s rays, have students write the things that would be hard to do during the six months of sunlight in the Arctic, such as sleep and see stars.

### Art

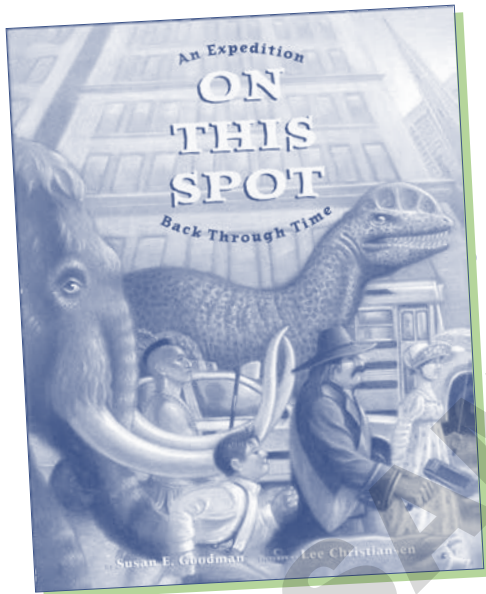


Have each student create a diorama of their favorite place from the book using a shoe box, construction paper, crayons, and other art supplies. The diorama should reflect the March weather in that location.



# On This Spot

Written by Susan E. Goodman; illustrated by Lee Christiansen



Use this book to introduce one or more of the following lessons in **Exploring Where & Why, Grade 3**. Or read the book after the lessons to review and reinforce learning.

## Unit 2

**Lesson 4** A Community History

## Unit 4

**Lesson 5** U.S. History

**Book Summary:** Travel back through time, exploring what happened on one spot in present-day New York City. This nonfiction book looks at the historical and geological changes that took place in the area over the last 540 million years.

## Cross-Curricular Activities

*Reading Suggestion:* Read the entire book aloud to the class from front to back. Then read the book to the class a second time—this time reading from back to front.

### Reading



**Comprehension** ♦ Have students write trivia questions based on information in the book. Then use the questions to play a spelling bee-like game. Only those who answer a question correctly can go on to the next round.

### Writing



The author uses vivid descriptions to help readers visualize places in the past and present. Have students use these as a model as they write their own descriptions of their town today.

### Social Studies

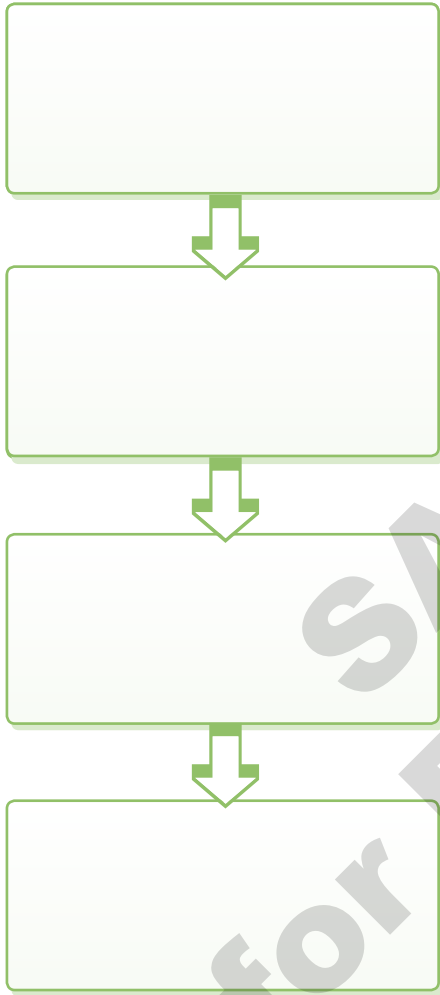


**Geography** ♦ The book says that the 8 million people in New York City would stretch from California and back again if laid head to toe. On the **Readiness** wall map of the United States, locate New York City and California, as students do the same on **Desk Map 3C**. Now have them draw a line from New York City to California and back again. Also have them draw a line from New York City to Connecticut, to show how far the population of the city would stretch 175 years ago.

**History** ♦ Have the class make an illustrated timeline for the book, similar to the one on pages 34–35 of the **Map Champ Atlas**. Optional: have students add more dates using the timeline at the back of the book.

*(continued)*

## Changes



### Math



**Activity 1** ♦ Have students determine the year for each of the first four time frames by subtracting the number of years from the current date ( $2009 - 175 = 1834$ ).

**Activity 2** ♦ Have students estimate how far their class would stretch. Then, in the hallway or the gym, have them lay down from head to toe. See how far they actually reach.

**Activity 3** ♦ The book uses the term *million* several times. Explain that, to turn that phrase into a number, they have to replace the word *million* with six zeros (000,000). As you read a phrase using *million*, ask a student to write that number on the board.

### Science



**Activity 1** ♦ As a class, make a flow chart showing the changes the land went through in the last 540 million years (city › town › forest › tundra › glacier › tropical forest, etc.).

**Activity 2** ♦ The book mentions a dilophosaurus that lived 190 million years ago. Help students point to the illustration of the dilophosaurus. Explain that this dinosaur was about 8 feet tall and 20 feet long. It walked on its hind legs and had opposable thumbs, like we do. Have the class measure the height and length of the dilophosaurus on a wall of the classroom.

### Critical Thinking



Have students select a time period from the book. Have them create a graphic organizer that compares that period with New York City today.

### Art

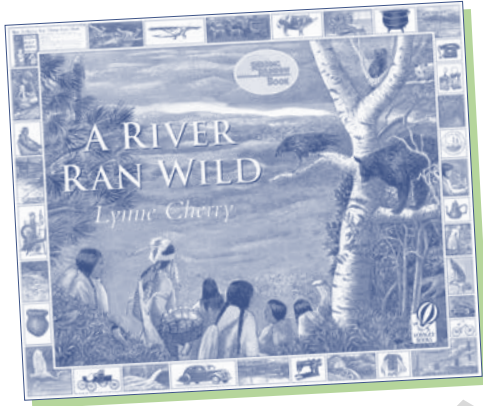


The author uses very descriptive words to paint mental images of the land and climate. Read one of the descriptive paragraphs to the class, without showing them the illustration. Have students draw a picture of the spot based on the description.

	Human Population	Buildings	Power Source	Fire Protection
New York City Today				
New York City 350 Years Ago				

# A River Ran Wild

Written and illustrated by Lynne Cherry



**Book Summary:** This nonfiction book traces the history of the Nashua River in Massachusetts and New Hampshire. Follow its journey from a clear, healthy body of water to a smelly, polluted river, and back again.

## Cross-Curricular Activities

### Reading

Use this book to introduce one or more of the following lessons in **Exploring Where & Why, Grade 3**. Or read the book after the lessons to review and reinforce learning.

#### Unit 2

**Lesson 4** A Community History

#### Unit 4

**Lesson 2** Water Resources



**Phonics** ♦ Write **Nashua** on the board. The river is pronounced NA-shoo-uh. Help students break the word into syllables and sound them out.

**Fluency** ♦ Read the entire book aloud once to the class. Then assign each student a paragraph. Have students take turns reading their paragraphs aloud this time.

**Comprehension** ♦ Have each student choose a page from the book and make a diorama of the river at that point in time. Display the completed dioramas in chronological order.

### Writing



Have students write letters to local factories to find out what they are doing to minimize pollution in your area.

### Social Studies



**Civics** ♦ The clean-up of the Nashua River began with the efforts of private citizens who spoke at town meetings, cleaned up garbage, and lobbied for laws. Have students identify an area in your community that needs to be cleaned up. As a class, come up with an action-plan to deal with the problem.

**Geography** ♦ Rivers form a **V** when they meet. The V points downstream. On the maps in the book, where the Nashua and Merrimack Rivers meet, have students determine which direction the rivers are flowing (the Nashua flows northeast into the Merrimack, the Merrimack then flows east into the ocean). On the **United States Model**, have students trace the Vs at the confluence of other rivers.

**History** ♦ As a class, make a timeline of the Nashua River Valley from 1400 to today. Have students use information from the timeline in the book, as well as the illustrations around the pages, to add details to the timeline.

*(continued)*

## Math



In 1962 the town of Leominster received permission to dump 150 gallons of raw sewage a day into the Nashua River. Have students calculate how much sewage could be dumped into the river in a day if every town along the Nashua and its subsidiaries also dumped 150 gallons of sewage into the river. (Have them use the inset map for the 1900s to determine the number of towns along the river.)

## Science



**Activity 1** ♦ Have students collect water samples from rivers, creeks, ponds, or standing water in your area. Have them compare the smell, color, and clarity of the samples with tap water.

**Activity 2** ♦ The area along the Nashua River was a flood plain. In spring the river often flooded and deposited soil along the banks. In a plastic tub, build up the banks of a river with sand, dirt, and/or gravel. “Flood” the river with excess water and then drain it, as students watch. Show them how additional soil is deposited on the banks.

## Critical Thinking



The illustrations on the first page of the story, the “times of progress” page, and the last page of the story are all bird’s eye views of the same stretch of the Nashua River. Have students select two of those illustrations and list five ways the river and surrounding area have changed.

## Art



**Activity 1** ♦ Show the class the “Hold Your Nose!” and “Stop Pollution” posters on the *Marion traveled . . .* page. Have students make posters to increase awareness of a problem in your area.

**Activity 2** ♦ The illustrations around the text in *A River Ran Wild* provide additional information about the wildlife, tools, and events in the area and in the rest of the United States. Have students write a paragraph and then illustrate the borders with several small, relevant drawings or clippings from magazines or catalogs.



# Thank You, Sarah

written by Laurie Halse Anderson; illustrated by Matt Faulkner



**Book Summary:** This nonfiction book chronicles the life of Sarah Hale and her long, persistent struggle to have Thanksgiving declared a national holiday.

## Cross-Curricular Activities

### Reading

Use this book to introduce one or more of the following lessons in **Exploring Where & Why, Grade 3**. Or read the book after the lessons to review and reinforce learning.

#### Unit 2

**Lesson 3** Local Government

#### Unit 4

**Lesson 4** U.S. Government

**Lesson 5** U.S. History



**Fluency** ♦ Assign each student a page from the book. Have them practice reading their passages aloud until they can read them fluently and with expression.

**Vocabulary** ♦ Add any unfamiliar words from the book to your class vocabulary list. Help students pronounce these words, spell them, and read them in context. As a class, look up their definitions and use them in a new sentence. You also may want to select some of these as your spelling words for the week.

**Comprehension 1** ♦ After reading the book, have students list two problems Sarah had getting Thanksgiving declared a national holiday. Have students compare their lists with a partner and then with another pair—each time adding any new problems to their lists.

**Comprehension 2** ♦ The author wrote that “Sarah felt like the stuffing had been kicked out of her.” She also wrote, “When folks started to ignore Thanksgiving, well, that just curdled her gravy.” Have students work in small groups to discuss what those expressions mean.

### Writing



**Activity 1** ♦ The book ends with “Pick up your pen. Change the world.” Have students choose an issue and then write a persuasive letter about it to the appropriate government official.

**Activity 2** ♦ Sarah Hale wrote “Mary Had a Little Lamb” about an actual event that took place at the school she taught in. Have students write a nursery rhyme about an event that happened at your school.

*(continued)*



## Social Studies



**Geography** ♦ The book mentions a war between the North and the South, the Civil War. On **Desk Map 3C**, have students put an **S** for South on the following states: Texas, Louisiana, Arkansas, Tennessee, Mississippi, Alabama, Georgia, Florida, South Carolina, North Carolina, and Virginia. Then ask them to outline that group of states. This was the Confederacy. The rest of the states were the Union. (Many places in the West were not states yet.)

**Civics 1** ♦ Sarah wrote to several presidents, asking them to make Thanksgiving a national holiday. Assign each student one of the following presidents: Zachary Taylor, Millard Fillmore, Franklin Pierce, or James Buchanan. Have them find out three facts about his presidency.

**Civics 2** ♦ Have students list a piece of advice that Sarah might give people trying to make a change.

**Civics 3** ♦ The author calls Sarah Hale a real superhero who was “bold and brave and stubborn and smart.” As a class, make a list of other people who could be described that way.

**History 1** ♦ Have the class use the information at the end of the book, under *A Feast of Facts*, to create a timeline of Thanksgiving history.



**History 2** ♦ Have students use the information at the end of the book, under *Vintage America 1863*, to compare life in 1863 with life in the United States today.

## Math



It took Sarah Hale 38 years to get Thanksgiving declared a national holiday. Have students calculate when she started her campaign.

## Critical Thinking



After reading the first sentence of the book, have the class prepare a K-W-L chart about Thanksgiving.

K What I Know	W What I Want to Know	L What I Learned

## Art



The illustrations in this book are humorous and look like old political cartoons. The illustrator drew his pictures in ink and then added watercolor. Have students choose an event and draw a political cartoon using ink and watercolor.