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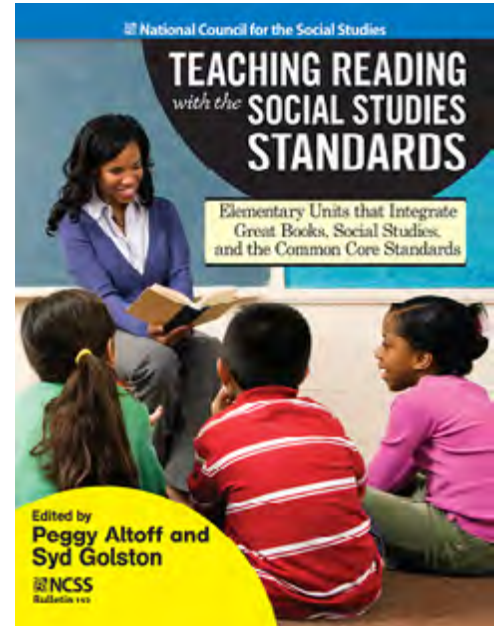


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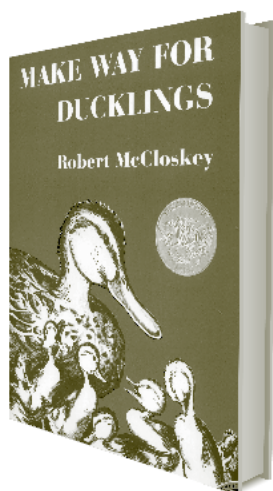
Syd Golston and Patricia Kennedy

Make Way for Ducklings

Written and illustrated by Robert McCloskey

New York: Viking Press, 1941

This charming volume won the Caldecott Medal as “the most distinguished American picture book for children” in 1941. For 70 years, generations of children have delighted in McCloskey’s vivid line drawings of Mr. and Mrs. Mallard and their new ducklings in aerial and street views of Boston and its famed Public Gardens.



Mr. and Mrs. Mallard explore Boston for the perfect site to build their nest. The pond in the Public Gardens seems ideal, because the people in the swan boats feed them peanuts — but it’s too busy and dangerous, with children zooming by on their bicycles. After flying over famous city sites, they choose a quiet island to hatch their ducklings and to teach them to swim and dive, come when called, and swim in line. When the Mallards decide to relocate the family to the Public Gardens with those peanut treats, there’s a crisis: how can the little line of ducklings navigate busy city streets? Clancy the policeman and his officer friends stop traffic to give them safe passage.

The mallard parents teach and shelter their young, and police officer Clancy takes care of them as well, paralleling the experience small children have as their parents and community members protect and nurture them — age appropriate concepts in NCSS Social

Social Studies Standards Themes

- ④ INDIVIDUAL DEVELOPMENT AND IDENTITY
- ③ PEOPLE, PLACES AND ENVIRONMENTS
- ⑤ INDIVIDUALS, GROUPS AND INSTITUTIONS

Common Core Standards

READING: LITERATURE—KINDERGARTEN

Key Ideas and Details

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

Craft and Structure

4. Ask and answer questions about unknown words in a text.

READING: FOUNDATIONAL SKILLS—KINDERGARTEN

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - (a) Recognize and produce rhyming words.

LANGUAGE—KINDERGARTEN

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking...
 - (b) Use frequently occurring nouns and verbs.
2. Demonstrate command of the conventions of standard English capitalization,...

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words based on *kindergarten reading and content*.

Studies Theme 4, **INDIVIDUAL DEVELOPMENT AND IDENTITY**.

This theme comprises Questions for Exploration, Knowledge topics, Processes, and Products that learners encounter in the behavioral sciences (psychology, sociology, anthropology). “In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development is the exploration, identification, and analysis of how individuals and groups are like and unique as well as how they relate in supportive and collaborative ways.”

As the teacher reads *Make Way for Ducklings*, she draws out the parallels between the ducklings and human children. Mr. and Mrs. Mallard protect their offspring as they go through growth stages — eggs, hatchlings, ducklings. The children’s parents/guardians do this too, and the teacher can elicit ways in which parents/guardians protect children before they are born, when they are helpless babies, and as they grow into childhood. This is an opportunity to introduce questions and concepts from Theme 4 of the social studies standards, **INDIVIDUAL DEVELOPMENT AND IDENTITY**. Questions for that theme include: “How am I changing in physical and personal development over time? How have others influenced who I am and who I am becoming?”¹ A knowledge expectation is that learners will understand “key concepts such as growth, change, learning, self, family, groups.”²

Children in kindergarten are aware that they are growing and changing, just as the ducklings were when they got their flying feathers – the children are getting taller, losing baby teeth, outgrowing their clothes and shoes. One of the “Products” suggested in Theme 4, “Drawing two pictures of themselves to describe how they have changed during the year,” could be used.³

Some knowledge of NCSS Curriculum Standard Theme 3, **PEOPLE, PLACES, AND ENVIRONMENTS** may also be taught through the book. *Make Way for Ducklings* is one of the files at www.googlelitinfo.com, a Google

site which uses GPS software to show the locales mentioned in well-known K-12 books. Teachers can show students the Public Garden with its swan boats, Beacon Hill, Louisburg Square, Mount Vernon Street and the Corner Book Shop, all at street level. The teacher can also introduce the geographic features of the “pond,” “island” and “river bank.”

Two extended social studies activities for the book return us to the **INDIVIDUAL DEVELOPMENT AND IDENTITY** theme. The first, hatching chicks (or ducklings, although they are harder to obtain) in the classroom combines science and social studies in an intensive experience which students find thrilling and memorable. The book is the perfect kickoff for such an extended activity. The connections to human growth and development, parental care and social learning, may be made throughout. Students can even vote to name the hatchlings — another piece of civic learning.

The second activity, a guest speaker visit by a police officer, is also a favorite for the children. Clancy, the Boston policeman in the book, embodies the “community helpers” popular in the kindergarten curriculum. Police departments throughout the country have developed speaker programs for the youngest of young learners, generally emphasizing the kinder and gentler safety topics characterized by Clancy and his fellow officers.

Pre-reading practice suggestions provided are in the areas of Prediction, Vocabulary, Phonemic Awareness, Capitalization, Words with Multiple Meanings, and Verb Practice. The word lists included here can be made into colorful handouts with the aid of *Make Way for Ducklings* clip art, available at Google Images.

Finally, we recommend nine Kindergarten books covering the rest of the Ten Themes, which are briefly annotated at the end of the chapter.

(Activity 1 is omitted from this excerpt)

Class Activity 2

A Classroom Visit from a Police Officer

NCSS Curriculum Standard
**4 INDIVIDUAL DEVELOPMENT
AND IDENTITY**

QUESTIONS FOR EXPLORATION EARLY GRADES

How can institutions help to meet individual needs and promote the common good?

KNOWLEDGE EARLY GRADES

Learners will understand...

- ▶ People's interactions with their social and physical surroundings influence individual identity and growth.

**5 INDIVIDUALS, GROUPS, AND
INSTITUTIONS**

KNOWLEDGE EARLY GRADES

Learners will understand...

- ▶ The impact of... government agencies... on their lives.

National Curriculum Standards for Social Studies, pp. 38, 39, 43.

The character of Clancy, the police officer who guides the ducklings to safety in busy Boston traffic, provides the impetus for a popular Kindergarten event: the visit of a police officer as a guest speaker. In a discussion which accompanies *Make Way for Ducklings* about people who protect us, children themselves will bring up police officers who keep the streets safe for them, and ward off the “bad guys.”

The teacher begins a simple drawing exercise that focuses the children on police officers: what they wear, what they drive, where they work, what they do (which could include some sophisticated ideas from television). After the class drawings are finished and posted, the teacher shows, on a simple map, where the nearest police station is located. The class can make a vocabulary list of words like uniform, traffic, squad car, siren, badge, arrest. This is also the time to read through pamphlets that some departments offer to elementary students.

The students should then put together a list of questions for the police officer. It's best not to edit questions, even those that seem silly, because the

officers who are experienced with young learners are delighted by these and quite adept at turning them into teachable moments. For instance, if a student wants to know whether the officer ever stopped cars for a family of ducklings, he or she can turn the question into other ways that the police protect animals by enforcing leash laws and traffic regulations. Officers are experienced in deflecting discussions of violence, should the use of their guns come up.

Police officers usually prepare their own program, which may or may not match the children's questions; they deal with topics like bicycle safety, seat belt use, stranger danger, and bullying. After the formal presentation, young learners can ask the questions each of them posed. The final and often most exciting part of the visit is a trip to the parking lot to see the motorcycle or squad car.

After the officer leaves, children should assist the teacher in writing and signing their names on a thank you note to their guest.

Reading Activities

These activities can help to meet the following Reading and Language Standards from the Common Core State Standards for English Language Arts (Kindergarten).

READING: LITERATURE—KINDERGARTEN

Key Ideas and Details

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

Craft and Structure

4. Ask and answer questions about unknown words in a text.

READING: FOUNDATIONAL SKILLS—KINDERGARTEN

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - (a) Recognize and produce rhyming words.

LANGUAGE—KINDERGARTEN

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking....
 - (b) Use frequently occurring nouns and verbs.

2. Demonstrate command of the conventions of standard English capitalization,...

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words based on *kindergarten reading and content*.

Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, p. 11 (Reading Literature); p. 15 (Foundational Skills); p. 26 (Language).

Prediction

Ask the children, after showing them the cover of the book: What will be happening in the book *Make Way for Ducklings*?

Several times, before you turn the page to the next one, ask: What will happen next? (Example: what

happens after Mrs. Mallard lays the eggs and sits on them?)

Vocabulary

- Assign the students 12 key words from the book:

mallard	dither	public	island
waddle	molt	proud	hatch
squawk	responsibility	opposite	bank
- Lead practice aloud in putting the new verbs in past tense:
waddled, squawked, molted, hatched

Phonemic Awareness

- Ask the children to notice the alphabetical duckling names, and then they can imagine that there are not just eight but ten ducklings; after Jack, Kack, Lack, Mack, Nack, Ouack, Pack, and Quack, they name Rack and Sack.
- The Mallards could decide to name all eight ducklings with “M” names. Tell the students to choose the M names from pairs that include rhyming nouns that do not begin with M:

Mack, Sack	Mud, Bud
Milk, Silk	Mike, Bike
Monday, Sunday	May, Bay
Mop, Top	Moon, Noon

Capitalization

- Show the children that proper names of specific places are capitalized: Boston, Public Garden, Beacon Hill, State House, Louisburg Square, Charles River, Mount Vernon Street, and Corner Book Shop. This might be a time to use the *Make Way for Ducklings* file at www.googlelitinfo.com, which takes the students to these sites.
- Help students to capitalize the names of their own city or town, nearby rivers, streets, parks, or stores.
- Remind them that names are also capitalized: Mr. and Mrs. Mallard, Clancy.

Words with More than One Meaning

- Point out words in *Make Way for Ducklings* that have two or more meanings:
raise a family *spend* the night river *bank*
the Mallards *called* on Michael
he *planted* himself in the center of the road
- Follow up practice could include a wall chart for displaying such words as they turn up in children's reading over the semester or the year.

Verb Practice

- Mrs. Mallard taught her ducklings to:
Swim Dive Walk in line
Come when called
Keep a safe distance from things with wheels
- Ask the children to make a verb list of their parents' or their teacher's instructions for them, and act them out: share, brush your teeth, eat your dinner, etc. — and the last two (come when called, keep a safe distance from things with wheels) could be the same.

Other Recommended Books for the Kindergarten Classroom

These books can be used to teach the nine social studies standards themes other than Theme 4, **INDIVIDUAL DEVELOPMENT AND IDENTITY**, which is the main focus of Activity 1 above. All of the books can be used to meet Standard 1 of the Common Core Reading Standards for Literature for Kindergarten: "With prompting and support, ask and answer questions about key details in the text." As teachers review the books, they can use the chart of standards on pp. 8–9 to develop strategies for meeting other Common Core Reading Standards for Literature in Kindergarten when they use the books in class.

1 CULTURE

Eric Kimmel, *Hershel and the Hanukkah Goblins* (New York: Holiday House, 1994)

Hershel protects the villagers' traditions of Hanukkah (candles, dreidels, potato pancakes) in this fanciful story.

QUESTION FOR EXPLORATION: How do the beliefs, values, and behaviors of a group of people help the group meet its needs and solve problems?

2 TIME, CONTINUITY, AND CHANGE

Mem Fox, *Wilfred Gordon McDonald Partridge* (New York: Kane/Miller Books, 1989)

Little Wilfred learns the concepts of "long ago," time, and memory through his friends in the nursing home next door.

QUESTION FOR EXPLORATION: How do we know about the past?

3 PEOPLE, PLACES, AND ENVIRONMENTS

Joan Sweeney and Annette Cable, *Me on the Map* (New York: Dragonfly Books, 1998)

A little girl maps her room, then her house, the street, the neighborhood, city, state, and country, in a book that provides the blueprint for a beginning geography unit for children.

QUESTION FOR EXPLORATION: How do simple geographic skills and tools help humans understand spatial relationships?

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

Daniel Pinkwater, *The Big Orange Splot* (New York: Scholastic, 1993)

The pressure of his neighbors can't make Mr. Plumbean change his individuality – their houses all look the same, until the creative color scheme of Plumbean's home inspires them to express individual creativity in house paints.

QUESTION FOR EXPLORATION: How am I different from and similar to others?

(Other recommendations have been omitted)

10 Fourth Grade

Carol Carney Warren

The Unbreakable Code

Written by Sara Hoagland Hunter,
illustrated by Julia Miner

Flagstaff, AZ: Rising Moon Books, 1996.
Now published by Cooper Square Publishing,
Lanham, MD, and distributed by NBN Books
(www.nbnbooks.com), 1-800-462-6420.

This beautifully illustrated book, chosen as a 1996
Smithsonian Notable Book for Children, imparts the
warm and touching story of how a grandfather shares

an important part of his culture with his grandson.

Young John must leave his home on the Navajo
Reservation and move with his mother and stepfather
to Minnesota. He does not want to leave and hides so
no one can find him. Grandfather does locate John,
however, and assures him that all will be well because
wherever he goes, John will always have an unbreak-
able code with him. What is this unbreakable code?

Social Studies Standards Themes

❶ CULTURE

❸ PEOPLE, PLACES, AND ENVIRONMENTS

Other Related Themes

❷ TIME, CONTINUITY, AND CHANGE

❹ SCIENCE, TECHNOLOGY, AND SOCIETY

❺ CIVIC IDEALS AND PRACTICES

Common Core Standards

READING: LITERATURE—GRADE 4

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

READING: FOUNDATIONAL SKILLS—GRADE 4

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - (a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read

accurately unfamiliar multisyllabic words in context and out of context.

LANGUAGE—GRADE 4

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - (b) Use commas and quotation marks to mark direct speech and quotations from a text.

Vocabulary Acquisition and Use

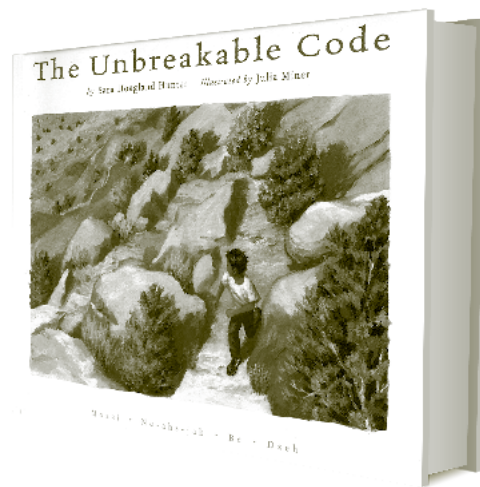
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - (a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - (a) Explain the meaning of simple similes and metaphors (e.g., “as pretty as a picture”) in context.

Grandfather, speaking gently in Navajo, explains the unbreakable code to John.

The unbreakable code is the Navajo language, and grandfather explains how it saved his life in World War II. He tells John that he must never forget his language, wherever he may go. Grandfather knows it will be difficult for John, just as it was for him when, as a child, he was sent to a government boarding school. Although punished for speaking Navajo at the school, Grandfather never forgot his native language. When grandfather was a teenager, World War II broke out, and the Navajo language became an unbreakable code that would help the United States win that war.

Grandfather shares important elements of the Navajo culture with his grandson, which makes this book particularly suitable for teaching the concepts of Theme 1, **CULTURE**, in the NCSS *National Curriculum Standards for Social Studies*. The learning expectations attached to this theme include questions for exploration, knowledge concepts, processes, and products that young learners encounter in studying the role of culture in society and in their own lives. In the early grades, young learners want to know more about others. Learners begin to explore and describe the ways cultures address human needs and concerns as well as ways in which language, stories, folktales, music and artistic creations serve as expressions of culture.

As the teacher reads *The Unbreakable Code*, she or he has students point out ways in which John's life is similar to and different from theirs. John's grandfather explains how the Navajo language was important to him as a child and young man and that this language will also connect John to his people. The teacher can ask some of the questions derived from Theme 1, **CULTURE**: "What are the common characteristics of different cultures? What does language tell us about the culture?" Students in fourth grade



are aware that other people in their community or classroom may come from different cultures and speak other languages, just as John and Grandfather spoke both Navajo and English. Perhaps the students

themselves are bilingual and, like John, share common characteristics with two cultures. Through prior reading, students may have learned about folktales, myths, art and other aspects of various cultures around the world and recognize how these elements are important to each culture.

Lessons related to other themes of the NCSS National Curriculum Standards can also

be taught. Among these is Theme 2, **TIME, CONTINUITY, AND CHANGE**. The important role of the Navajo Code Talkers and the Navajo Code in World War II is introduced. Additional information about the code is given at the end of the book and students may wish to explore this subject further. Students could learn about other American Indian peoples who also used their language to help win the war (e.g., Hopi, Cherokee).

Another theme that this book can help to introduce is that of 8, **SCIENCE, TECHNOLOGY, AND SOCIETY**. The code was used in radio communications to transmit instant information that could be used by U.S. commanders. It could report important battlefield movements; for example, the code assigned words to request reinforcements, report machine gun fire, and describe approaching aircraft using the names of birds. (A dive bomber, for example, was described as a chickenhawk). Because the code was in a language unknown to the Japanese armed forces, the Japanese commanders could not understand it or take quick counteractions if they intercepted the communications.

Another theme of the *National Curriculum Standards for Social Studies* that is an important element of *The Unbreakable Code* is Theme 10, **CIVIC IDEALS AND PRACTICES**. Grandfather explains to John why he and the other Navajo Code Talkers decided to fight

for the United States. Grandfather's explanation was that America was "Our Mother" and that we fight for what we love and what is ours. He and many others showed their civic responsibility and love of country as citizens of the United States during wartime.

One extended social studies activity for the book takes us back to the Culture theme. In this activity, students can learn about a traditional American Indian culture in their state or region of the country. As they explore the culture, they will begin to discover and then describe the ways in which it addresses the needs and concerns of the group as well as ways in which language, stories, folktales, music and artistic creations serve as expressions of the culture. Students will then compare one aspect of this culture with that of the Navajo to discover how culture connects to different physical environments.

The second extended activity takes us to Theme 3, **PEOPLE, PLACES, AND ENVIRONMENTS**. Students view more closely the beautiful, realistic illustrations of the book. In this way, they enter the plateau region of the Southwestern United States. As they learn about this landform, students distinguish its characteristics from that of other landforms of the United States, and reflect on ways in which people adapt to and interact with their environment.

The reading activities presented in this chapter also offer pre- and post-reading practice suggestions in the areas of Inference, Vocabulary, Phonics and Word Recognition, Commas and Quotation Marks, Figurative Language, and Practice with Frequently Confused Words. The chapter closes with nine Fourth Grade books, including brief annotations, that relate to the standards themes other than **CULTURE**.

Class Activity 1

Studying an American Indian Culture in Your State or Region

NCSS Curriculum Standard

1 CULTURE

KNOWLEDGE EARLY GRADES

Learners will understand...

- ▶ “Culture” refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;
- ▶ How individuals learn the elements of their culture through interactions with other members of the culture group.

PRODUCTS EARLY GRADES

Learners demonstrate understanding by...

- ▶ Presenting a “compare and contrast” chart demonstrating the similarities and differences between two or more cultural groups...

National Curriculum Standards for Social Studies, pp. 27, 29.

Procedures

- ▶ Select an American Indian cultural group living in your state or region of the country.
- ▶ Identify where this people lived historically and where its members live today. Locate their home, both then and now, on a map of the United States.
- ▶ Divide the class into groups and have each group conduct research for information about a different aspect of the people’s historical culture and way of life (e.g., language, art, music, legends, homes, lifestyle).
- ▶ Record information from research and prepare information for sharing with the class.
- ▶ Group share. Discussion questions: *How are these aspects of culture unique to this region or area of the country?* (Example: certain products of culture are made of materials found only in this region of the country) *What can we learn about this people from these aspects of culture? How are these aspects of culture similar to or different from the students’ cultures? How are they familiar to and different from the Navajo culture as presented in the book?*
- ▶ Identify the location of the Navajo Reservation on a map of the United States. Compare its location to that of the American Indian people researched by the students, considering landforms, climate, elevation, etc. Use Google Earth or another online tool to show students this region as it exists today.
- ▶ As a class, research one aspect of traditional Navajo culture, such as language, art, music, legends, homes, or lifestyle to compare with that of the American Indian people the class has researched. (Check this Navajo Nation website for information: www.discovernavajo.com). Discussion questions: *What can we learn about the two groups from comparing aspects of their culture? How are the two peoples similar? How are they different?*
- ▶ Close the activity by having students write a paragraph or develop a chart summarizing the similarities and differences in the traditional cultures of the Navajo and the American Indian people they have researched.

(Class Activity 2 is omitted from this excerpt)

Reading Activities

These activities can help to meet the following Reading and Language Standards of the Common Core State Standards for English Language Arts (Grade 4):

READING: LITERATURE—GRADE 4

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

READING: FOUNDATIONAL SKILLS—GRADE 4

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - (a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

LANGUAGE—GRADE 4

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - (b) Use commas and quotation marks to mark direct speech and quotations from a text.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - (a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - (a) Explain the meaning of simple similes and metaphors (e.g., “as pretty as a picture”) in context.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p. 12 (Reading Literature); p. 17 (Foundational Skills); pp. 28, 29 (Language).

Inferences

- Help the students to draw inferences about the characters from details and examples in the text.
What can you infer about how John is feeling at the beginning of the story from reading the following sentences?

“John dug his toe deeper into the dirt.”

“John’s shoulder sagged.”

What did you already know that helped you make this inference? What details from the story helped you make this inference?

What can you infer about Grandfather’s feelings for John from reading the following sentences from the story?

“Grandfather’s soft, brown eyes disappeared in the wrinkles of a smile.”

“Grandfather sat down and began to speak gently in Navajo.”

What did you already know that helped you make this inference?

What details from the story helped you make this inference?

Vocabulary

- Students understand the meaning of 12 words within the context in which they are used in the story:

skidding	faint
bleat	bulletin
fluent	platoon
sacred	measure
corridor	accuracy
recruits	broadcasting

- Students practice putting the words into categories according to their use in the story (e.g., Military Words, Verbs, Nouns, Adjectives).
- Students explain other meanings for words with multiple meanings (i.e., faint, measure, bulletin).

Phonics and Word Recognition

- Students use affixes, including Greek and Latin affixes, to read multi-syllabic words in and out of context. Students can read the following sentences containing multi-syllabic words with affixes from the story or practice with a list.

*“So far the Japanese had been able to **intercept** and **decode** all American radio messages in only minutes.”*

*“Behind a building at the other end of the field, another code talker sat under military guard waiting for my **transmission**.”*

*“**Receiving** steady machine gun fire. Request **reinforcements**.”*

*“It took only seconds for me to speak into the **microphone** in Navajo code.”*

- Students identify common affixes found in words from the story and explain the meaning of the root with the affix.

successful	bottomless
unbreakable	stillness
darkness	beautiful
midsummer	enlisted

Punctuation

- Students can practice the correct use of commas and quotation marks to show direct speech by placing them correctly in dialogue from *The Unbreakable Code*.

In our story, Grandfather and John often spoke to one another. Remember there are special punctuation rules when writing conversation that make it easier for the reader to know who is speaking. Commas and quotation marks are used to show the exact words someone says. Add commas and quotation marks to the sentences below to show the exact words stated by each character.

Grandfather said You’re going to be all right.

I’m not going John said.

But you weren’t seventeen said John.

John whispered I’ll probably forget how to speak Navajo.

He said You don’t know what it’s like there!

Writing

- Students can also practice writing dialogue that might occur between Grandfather and John the next summer when John returns from Minnesota.

Multiple Meanings: Frequently Confused Words

- Use these sentences summarizing John’s feelings to explain the difference between frequently confused words:

*He did not want to go to Minnesota. Grandfather did not know what it was like to go **there**.*

*He wanted to stay with Grandfather. The reservation was **their** home.*

*In the end, he learned what the important things in life were and that **they're** with him wherever he goes.*

- ▶ Similar practice can be done with **to**, **too** and **two** using examples from the story.
- ▶ Students can then practice writing sentences showing correct usage of these words.

Figurative Language

- ▶ Students can explain the meaning of simple similes used in the story. They can identify each simile and what is being described.

“The river full of late-summer rain looked like a silver thread winding through his grandfather’s farm.”

“The sounds wove up and down, in and out, as warm and familiar as the patterns of one of Grandmother’s Navajo blankets.”

“Suddenly Grandfather’s face looked as creased and battered as the canyon walls behind him.”

- ▶ As follow up practice, students could write two to four sentences using simple similes.
- ▶ You could also use the following sentence to introduce another type of figurative language used in the story: personification.

“Out in the open, *the stars danced above me* and the tumbleweeds blew by my feet as I ran.”

Other Recommended Books for the Fourth Grade Classroom

The following books can be used to teach the nine social studies themes other than **CULTURE** (Theme 1, which is the principal focus of Activity 1). All the books can be used to meet Standard 1 of the Common Core Reading Standards for Literature (Grade 4): “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.” As teachers review the books, they can use the chart of standards on pp. 8–9 to develop strategies for meeting other Common Core Reading Standards for Literature in Grade 4 when they use the books in class.

❷ TIME, CONTINUITY, AND CHANGE

Neil Waldman, *They Came From the Bronx: How the Buffalo Were Saved from Extinction* (Honesdale, PA: Boyd Mills Press, 2001)

In 1905, conservationists from the Bronx Zoo, concerned about the small number of buffalo, began “seed herds” to be relocated in the West. This book was a Notable Social Studies Trade Book in 2002.

QUESTION FOR EXPLORATION: What caused events described in the book?

❸ PEOPLE, PLACES, AND ENVIRONMENTS

Lynne Cherry, *A River Ran Wild* (San Diego: Harcourt Brace, 1992)

The story of the Nashua River in Massachusetts is used to show change over time and the negative effects of human-environmental interaction. This book was a Notable Social Studies Trade Book in 1993.

QUESTION FOR EXPLORATION: How do people change the environment, and how does the environment influence human activity?

(Other recommendations have been omitted from this excerpt)