

To the Teacher

This sample has been prepared to permit you to try sample pages and activities from the *Discover America* Teachers Guide. We have checked the pages that are included in this sample on the *Teacher's Guide Table of Contents* on the facing page.

Welcome to *Discover America State by State*

The first Sleeping Bear Press state alphabet book was published in 1998. Since then, the *Discover America State by State* series has grown to include a book for every state and for the District of Columbia.

Perhaps you saw your first Sleeping Bear Press state alphabet book in a library, where the series traditionally has been available, or in your local bookstore. You might have realized the potential of these state alphabet books for many classroom uses, but you might never have managed to find time to follow through on the activities, projects, and other educational opportunities you knew these books could provide.

The Sleeping Bear Press *Discover America State by State* books are currently available in sets for classrooms, and their potential for classroom use is now supported by this Teacher's Guide, which has been informed by the thinking of teachers around the country. To make the best use of the lessons in the Teacher's Guide, it is suggested that each student have his or her own copy of your state alphabet book. In addition, it would be extremely beneficial to have a set of the 51-book *Discover America State by State* series in your classroom.

Features of the *Discover America Teacher's Guide*

- Differentiated instruction: multilevel activities for learners of different ages and abilities, including English language learners and struggling readers
- A complete lesson for teaching your state book, including prereading, reading, and postreading activities, as well as student projects
- *Cross-Curricular Activities* and hands-on projects in social studies, geography, language arts, science, math, the creative and performing arts, and other fields
- *Special Topic Lessons* for in-depth treatment of topics such as *People in History*, *Cities and Towns*, *Technology and Inventions*, *Geography and Climate*, and many more
- *State to State* comparison activities using the *Discover America* 51-book series, placed in the Guide at point-of-use in the lessons
- Research projects to develop research skills at appropriate levels
- Opportunities for ongoing assessment of student progress
- Correlations to national content standards for social studies and English language arts

✓ Items checked below are included in this sample.

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Correlation Charts

National Council of Teachers of English Standards

National Council of Teachers of English Standards	<i>Discover America State by State Teacher's Guide</i>
<p>1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>8, 12, 22, 23, 28, 34, 35, 47, 49–50, 61, 62, 63, 66, 70, 74, 75, 79, 83</p>
<p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p>	<p>6, 7–8, 17, 28, 34–35, 45, 60–61</p>
<p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p>	<p>3, 4, 5, 6, 7, 8–9, 10, 17, 29</p>
<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>8–9, 11–12, 43, 60, 61, 62, 68</p>
<p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>	<p>2, 10–11, 12, 20–21, 33, 52, 53, 54, 57, 60, 61–62, 65, 69, 77</p>

National Council for the Social Studies Curriculum Standards for Early Grades

National Council for the Social Studies Curriculum Standards for Early Grades		<i>Discover America State by State Teacher's Guide</i>
I. Culture		
Social studies programs should include experiences that provide for the study of culture and <i>cultural diversity</i> , so that the learner can:		
Performance Expectations		
a. explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns;	20, 28, 30	
b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;	23, 29, 30, 31, 32, 46	
c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular	20–21, 28, 29, 30, 31, 33, 67	
d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;	29, 31	
e. give examples and describe the importance of culture unity and diversity within and across groups.	29, 31	
II. Time, Continuity, & Change		
Social studies programs should include experiences that provide for the study of <i>the ways human beings view themselves in and over time</i> , so that the learner can:		
Performance Expectations		
a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the difference in views;	47	

State Projects

Here are a number of student projects designed to be completed during the study of your state. You may wish to preview them in order to make assignments at the appropriate time.

Creating a Portfolio

Have each student keep a folder in which to put materials related to your state's history. Encourage students to collect pictures and information from newspapers and magazines, places they visit, the Internet, and so on. They could also keep their map, if they made one, and other activity materials in this folder. Pictures and information can be collected and used for collages, scrapbooks, and other projects. (See below.)

Making an Alphabet Quilt

Invite each student to choose a letter or a topic related to your state or your city (either repeating the alphabet item in the book or choosing a new one). Older and more advanced students might want to think of other things that represent the state or choose something from the sidebar information. Invite students to draw and label a picture of their item and thus add one "square" to an alphabet quilt. Have volunteers fill in any missing letters. Attach (pin, tack up, staple, glue) each sheet (running alphabetically left to right) in rows of five or six to some kind of backing (sheet, bulletin board, large sheets of cardboard) to make the quilt.

Doing Research

Looking It Up *Have students choose one state feature they would like to learn more about. Younger, ELL, or struggling students might choose a famous person, a state attraction, or the capital city. Provide appropriate age-level reference materials: encyclopedias, nonfiction books, magazines, and so on. Then have the class gather information in the form of an illustrated booklet. Students could develop a topic sentence and outline before preparing the booklet.

Going Online **/** Older or more advanced students might take similar or more advanced topics, such as events, concepts, or political issues, and do their research using online resources. Students could work on developing an outline and topic sentences before presenting their findings in the form of a multimedia report, including images, quotations, and so on.

Levels of Difficulty

*Easiest, for younger or struggling students and for young English Language Learners (ELLs) and newcomers

**Average difficulty, for older on-grade-level students or more-advanced younger students and for transitioning or mainstreamed English Language Learners (ELLs)

***Most challenging, for above-average, advanced, and gifted students

Before Reading

Developing Background Information

Choose one or more of the following activities to access students' prior knowledge.

Talking About Your State You may want to introduce the state alphabet book by asking students some of the following questions:

- Have you taken any trips with your family or your class to see something special in [state name]? What did you see? Tell about it.
- Which places in [state name] would you like to see? Which would you tell a visitor to see? Why is each place special?
- Do you know the state [animal/bird/flag/flower/motto/song/tree]?
- What else do you think is special about our state?

Using a Map Help students locate your state on a map of the United States. Then provide each student with an outline map of the state.

***Have** younger, ELL, or struggling students trace the shape of the map with a finger. Then ask them to use their imagination to brainstorm suggestions about what the shape of the state resembles. (Does it look like a star? a square? a particular animal? What does it look like sideways or upside-down?) Invite students to color the map or use craft supplies to transform it into an object or animal.

****/**** Have more advanced or older students fill in the map, based on what they already know. They might put in the state capital, your city or town, other cities or towns familiar to them, landmarks, geographical features (for example, mountains and bodies of water), and so on. Collect or have students save this map in their portfolios to compare with a map they will make after working with the book. (See After Reading.)

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During Reading

Developing Reading Fluency

Echo Reading *For younger, ELL, or struggling students, read the first line of the verse, and have students echo you. After they have repeated each of the four lines, read the first two lines and then the last two, and finally help them echo the whole verse. You might want to continue this activity by pairing up students with adults such as parents, classroom aides, or volunteers. Students echo the adult's reading of selected pages.

Supported Reading **For students capable of reading the alphabet rhyme, encourage them to read the rhyme, with help as needed, to the adult. The adult will then read the sidebar text to the student, or help the student read it aloud, and discuss the content to ensure comprehension.

Peer Reading ***As a more challenging activity, have students work in pairs. Alternating page by page, one student reads the alphabet rhyme and the other reads the sidebar text. As they finish each page, have pairs create several questions as a comprehension check. The questions may then be used for a class or partner history trivia game.

Learning History Through Illustrations

Learning from Pictures *For younger, ELL, or struggling students, ask students to look at each picture. Which objects start with the featured alphabet letter? Which don't? What letters do those objects begin with?

**Encourage older or more advanced students to discuss details in the illustrations and also to discuss the artistic medium and style of the illustrations. (Some artwork is done in watercolors, some drawn with chalk, and so on. In some books, leaves on trees are rendered through impressionistic dabs of color rather than through realistic drawings of leaves. Some drawings are almost as realistic as photos.)

/Challenge students to use their powers of observation to extract or infer other information about the geography, climate, people, time period, and so forth.

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After Reading

Bringing It All Together

Choose from among the following activities to help students integrate and summarize what they have learned. These activities may be used to assess students' understanding of their state.

Completing the KWL Chart Revisit the KWL chart that students created before reading. Invite them to complete the third column of the chart with what they learned about the questions they wanted to answer, as well as with other information they learned about their state.

Playing Who/What Am I? Have students play a riddle or guessing game in which someone gives a clue about a state object or feature and provides the first letter of the answer. (*I am the capital of Texas. My name starts with the letter A. What am I?*) The person who answers correctly might ask the next question, or you might prefer to call on volunteers.

*Younger, ELL, and struggling students might do this activity by looking at the pages as they formulate their questions.

/ Older or more advanced students might try asking questions from memory. Instead of providing the first letter, they may ask, *What letter does my name start with?* before the response can be given. Including information from the sidebar would step up the difficulty level considerably.

Recalling the State Alphabet Invite students to play a game in which they try to remember what item was featured for each letter of the alphabet.

*For younger, ELL, and struggling students, you might want to go consecutively from A to Z, give clues, and allow students to use the book as necessary.

/ For older or more advanced students, you might mix up the letters and include content from the expository text in the sidebar.

Writing Prose and Verse

Creating Verses Challenge students to make up their own state alphabet verses.

*For younger, ELL, or struggling students, preselect a four-line alphabet verse, and invite students to make up a new one about the same featured item. You might want students to work as a group and/or to reuse the first line of the book alphabet rhyme.

/ Older or more advanced students might work in pairs or individually to choose an alphabet letter and create a four-line alphabet rhyming verse about a state-related item not treated in the book.

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Geography and Climate

What Do Students Know?

Encourage students to share information about your state's geography and climate. Find out what they already know by asking questions such as the following:

- What does *geography* mean? (the study of the earth and its features, including mountains, valleys, deserts, beaches, oceans, rivers, and so on)
- What do you know about the geography of [state name]?
- What does *climate* mean? (Encourage students to include not only weather and temperature but also precipitation, wind, likelihood of storms, and so on.)
- What is the climate in our state? (Clarify climate versus season, if necessary.)

Cross-Curricular Activities

MATH

Reading Weather Maps and Forecasts Provide students with a local newspaper clipping or display an Internet site that shows a weather map. Have students look at the daily forecast and discuss the graphics used to predict weather, temperature, rainfall, and so on. (Draw their attention to color coding, abbreviations, and symbols.)

*Invite students to create cards with symbols (sun, clouds, snowflake, etc.) used in the forecasts. Then, have them play a game in which they draw a card and tell what it means.

/Have students look at the forecast for the next few days. Invite them to notice patterns in the information and numbers. Then have them add or subtract predicted temperatures to tell the difference in degrees predicted for each day.

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State to State

Comparing U.S. Geography and Weather Display a topographic map of the United States and engage students in a discussion about geographic features of different regions. Then provide a current weather map of the country and have students relate weather conditions to geography.



SCIENCE/SOCIAL STUDIES

Connecting Geography and Climate */** Show students a globe, and help a volunteer locate your state. Have students locate the equator, and then guide a discussion that includes the information that locations closer to the equator have warmer climates while places farther from the equator have colder climates. Also, talk about the moderate climates on the coasts and near the Great Lakes in the United States. Discuss the effects of altitude on temperature. (Temperatures are lower at higher altitudes; temperatures are higher at lower altitudes.)

*** Encourage students to draw conclusions about other factors that influence your state's climate and weather. (States near the ocean are more likely to have hurricanes and/or tropical storms. Locations closer to the equator have less difference from season to season; areas farther away from the equator have fewer daylight hours throughout the year, and so on.)

Using Maps and Models * Invite students to look through their books for examples of landforms and bodies of water. Then have them brainstorm a list of different forms (deserts, plains, valleys, mountains, volcanoes, beaches, rivers, oceans, bays, and so on). You might want to have younger, ELL, or struggling students choose two or three landforms or bodies of water to draw and label.

** Provide each student with a physical map of your state. Have students color and label the landforms and bodies of water, using terms like *desert*, *plains*, *valley*, *mountain*, *volcano*, *beach*, *plateau*, *island*, *peninsula*, *bay*, *river*, *lake*, and so on.

*** Invite advanced students to create a physical map that shows the geography of the state, including landforms. Encourage them to label the geographic features on the map itself or in a key.

State to State

Comparing Geographical Features Have each student choose a title in the *Discover America* series and identify landforms and bodies of water in another state. Invite students to discuss the similarities and differences between the states, or to make a chart comparing and contrasting their landforms and/or bodies of water. Advanced students might create a physical map of the state, and compare it with the one they made of their own state.



Doing Research Projects

Researching Geography and Climate *Invite younger, ELL, or struggling students to choose one landform (mountains, beaches, valleys, plateaus, deserts, plains, etc.). Provide on-level library books, encyclopedias, and other resources for students to find information. Have students find a picture of their landform and orally present what they learned about it (what it looks like, how it is formed, where it is normally found, and so on).

**Ask older or more advanced students to conduct research on a natural disaster or severe weather condition in your state. Encourage them to use textbooks, library resources, or the Internet for information. Invite them to share their research through a poster presentation, a mock news report, or an oral or written report.

***Invite gifted and advanced students to research a specific natural disaster or natural wonder in your state. Encourage them to include background information and to make connections to geography and climate. Have students present their research in a written report, a travel brochure, or a computer slide show.

Thinking Critically

Invite students to discuss what they have learned about geography and climate. Some of the following questions might be helpful:

- What did you learn about geography and climate that you didn't know before?
- How are geography and climate related in [state name]?
- Why do some states have more severe weather (hurricanes, tornadoes, thunderstorms) than others?
- Name other things that geography and climate influence, particularly what they affected in the past (where cities were built, what houses were made of, communications, what people could grow and had to eat, and so on).

Levels of Difficulty

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Extending Knowledge

Looking at Landscapes Encourage students to examine pictures, photographs, or paintings of landscapes they have never seen. For younger, ELL, or struggling students, provide a selection of art or travel books, calendar art, and other pictures. Intermediate and advanced students could collect their own pictures from books, magazines, newspapers, or the Internet. Encourage them to discuss and display their impressions and findings.

Visiting a TV station Arrange to visit a local television station to learn how it forecasts the weather each day. Help students prepare a few questions to ask TV staff members. If possible, obtain permission for students to see equipment, maps, tools, etc., involved in predicting weather. When students return to the classroom, encourage them to discuss what they learned.

Graphing Weather Forecasts Invite students to use a newspaper or the Internet to find information about the weather in their city or town. Have them create a graph based on the information.

*Have younger, ELL, or struggling students make a bar graph to record the high temperature for three days. They might work as a large group or in several small groups.

**Encourage older or advanced students to create bar graphs for the high and low temperatures in their area and an area with a different climate for one week.

***Challenge gifted or more advanced students to use high and low temperatures to calculate average temperatures in their state. Have them create a bar or line graph that shows low, high, and average temperatures for each month of the year. Then they could calculate the high, low, and average temperatures for the year.

State to State

Playing a Quiz Game Have students select titles from the *Discover America* series to find information about the geography and climate of other states. Invite them to copy information about the climate and geography on one side of a card and to write the name of the state on the other side. Students take turns reading their descriptions aloud, making sure to cover the name of the state on the back of the card. The person who correctly guesses the state could take the next turn, or you may wish to call on volunteers instead.



4. Index

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This *Index* to the *Discover America State by State* series includes references found in the state alphabet books for the 50 states and the District of Columbia. Each state alphabet book is indicated by the standard two-letter state abbreviation (see page 86 for titles in the *Discover America State by State* series).

Boldface entries in the *Index* refer to items found on the illustrated pages with the rhyming verse or to items found in both the rhyming text and the expository text in the sidebar. Lightface entries refer to items found only in the sidebar text.

The copyright notice of this Teacher's Guide permits you to reproduce the *Index* for purposes of classroom use. You may wish to allow older and more advanced students to use the *Index* to research their *State to State* activities and projects.

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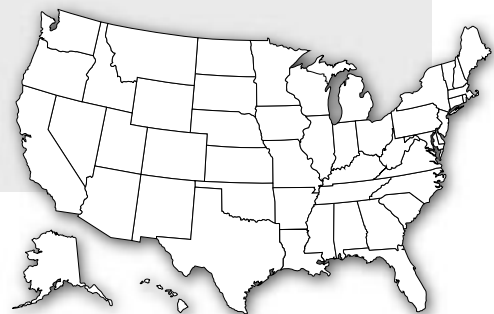
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DISCOVER AMERICA STATE BY STATE SERIES

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- AL** Y is for Yellowhammer: An Alabama Alphabet
- AR** N is for Natural State: An Arkansas Alphabet
- AZ** G is for Grand Canyon: An Arizona Alphabet
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- CO** C is for Centennial: A Colorado Alphabet
- CT** N is for Nutmeg: A Connecticut Alphabet
- DC** N is for our Nation's Capital: A Washington, DC Alphabet
- DE** F is for First State: A Delaware Alphabet
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- WA** E is for Evergreen: A Washington Alphabet
- WI** B is for Badger: A Wisconsin Alphabet
- WV** M is for Mountain State: A West Virginia Alphabet
- WY** C is for Cowboy: A Wyoming Alphabet



For more information please visit:

<http://www.gale.com/DiscoverAmerica>

