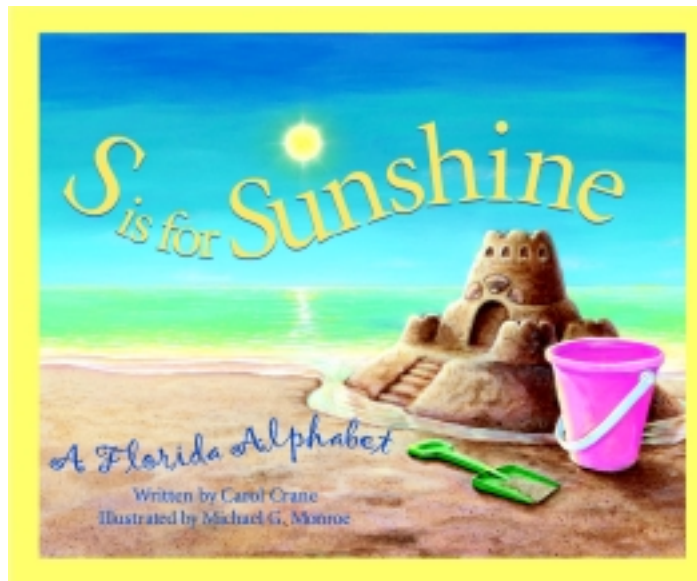


A Teacher's Guide



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Teacher's Guide
to
S is for Sunshine: A Florida Alphabet

Written by
Vickie Weiss

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Activity Ideas from A to Z



A Alligators

1. Draw a Venn diagram on chart paper; have kids state differences between alligators and crocodiles.
2. Read *The Alligator and the Everglades*, a Bobbie Kalman Book.
3. Do research to locate information about alligators.
4. Learn about the plight of alligators and their habitat today.
5. List specific characteristics of reptiles.
6. Discuss the difference between cold-blooded and warm-blooded animals.
7. Learn about how an alligator makes a 'gator hole.
8. Interesting facts: alligators are the only reptiles with a voice and crocodiles in the U.S. are only found in Florida.
9. Visit www.fpl.com/html/kid_species.html

B Beaches

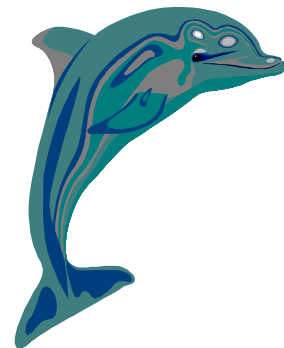
1. Look at sand under the microscope and describe its properties.
2. Write or e-mail students in different states requesting sand; compare sand with sand from your local area.
3. Make Florida-shaped cookies.
4. Locate other peninsulas in the world.
5. List names of famous beaches around the world.
6. Discuss what kinds of plants can grow in sand.
7. Do research to see how many miles of coastline Florida has.
8. Draw a landforms map of Florida.

C Cowboys -n- Cattle

1. Compare kinds of cattle (Brahman and Longhorn) in Florida with cattle in other parts of the country.
2. Discuss different names for cowboy (i.e. "gaucho" in South America).
3. Create a list of cattle-raising states.
4. Read about how cowboys used to "drive" the cattle.
5. As a class, create a products map of Florida.

D Dolphins

1. Discuss laws that protect dolphins.
2. Read stories about dolphins.
3. Create clay dolphins.
4. Paint a class mural using dolphins as the focus.
5. Learn the differences between mammal and fish.
6. Adopt a dolphin from www.dolphin.org or www.dolphin-institute.org



E Everglades

1. Read *Everglades* or *Missing 'Gator of Gumbo Limbo* by Jean Craighead George.
2. After doing research, debate "Can The Everglades Survive?" Check out www.nps.gov/ever/home/html.
3. Design a bumper sticker to preserve the Everglades.
4. Write reports about different animals and plants in the Everglades, and share the information.
5. Watch a video of this wilderness area.
6. Read *Welcome to River of Grass* by Jane Yolen (Sept. 2001)

F Florida Flag

1. Design a new seal for Florida based on what you know about the state.
2. Discuss each symbol of the seal and what it stands for.
3. Locate information about state government.
4. Find a news article about a current issue in Florida and discuss.
5. Use computer software to find ranking of Florida in various areas (population, education, age distribution, etc.).
6. Research the four flags flown over Florida in history.

G Gardens

1. Have the class plant seeds for an indoor or outdoor garden.
2. Take a field trip to a large nursery or farm to learn about planting processes.
3. Compare Florida products to those of other states.
4. Read *The Gardener* by Sarah Small.
5. Visit a supermarket to see where the produce and products come from.
6. Exchange seeds with a class from another state.
7. Use the Internet to find interesting gardens.

H Horse Conch

1. Find a horse conch shell for students to listen to.
2. Sketch a picture of the shell.
3. Compare this shell to other shells.
4. Create a class seashell collection; classify and sort them.
5. Do research about the horse conch.
6. Find out what horse conch was used for in history.
7. Visit www.geobop.com/World/NA/US/FL/Shell.htm.
8. Do research about different kinds of seashells.

I Inventor

1. Read *Thomas Alva Edison, Great Inventor* by David Adler.
2. Find out about Edison's inventions.
3. Have small groups of students design an invention and make a prototype to explain to the class.
4. Visit www.yahooligans.com/Science_and_Nature/Machines/Inventions/Inventors/Edison_Thomas_Alva.
5. Research various famous inventors.
6. Take a field trip to a museum or historical place.

J Juan Ponce de Leon and Explorers

1. Share a variety of versions of the "Fountain of Youth" story.
2. Create a list that tells why explorers went on expeditions.
3. Read *The Early People of Florida* by Eva Costabel
4. Research different explorers and what they are known for.
5. Visit www.ponceinlet.org to learn about the famous lighthouse.
6. Create a timeline of famous events for Florida.

K Keys

1. Discuss with class how the Keys were formed.
2. Brainstorm ways of protecting coral reefs.
3. Investigate THE JASON PROJECT XI.
4. Compare other habitats of Florida: hammocks, pinelands, shorelands, mangroves, coral reefs.
5. Build a 3-D salt flour map of Florida and surrounding area.
6. Visit www.sanctuaries.nos.noaa.gov.
7. Write to John Pennekamp Coral Reef State Park to request information.
8. Look for teacher material at www.coral.org/Education.html.
9. Use a Venn diagram to compare Key Deer to other deer.

L Lake Okeechobee

1. Locate statistics about this second largest lake in the United States.
2. Discuss how diverting this body of water in a canal system has affected the Everglades.
3. Research the Seminole tribe of Florida in history.
4. Read *To Walk the Sky Path* by Phylis Reynolds Naylor.
5. Draw a chart explaining the water cycle.
6. Visit www.seminoletribe.com/culture/.

M Mockingbird

1. Research different birds of Florida: pelican, heron, egret, cormorant, ibis, osprey, frigate bird, flamingo.
2. Listen to the songs of various birds.
3. Compare structures of different species.
4. Visit www.enchanted_learning.com/rhymes or dhr.dos.state.fl.us/symbols/bird.html.

N NASA

1. Discuss what students know about NASA and various missions (Mercury, Apollo, Skylab, Space Shuttle).
2. Watch a NASA video about a flight.
3. Read about moonstones and other gems.
4. Paint a mural showing Cape Canaveral and Merritt Island wildlife watching a blast-off.
5. Visit www.thursdaysclassroom.com/archive.html or www.kennedyspacecenter.com or www.shuttle.nasa.gov or www.nasa.gov or dhr.dos.state.fl.us/symbols/gem.html.

6. Write about a rocket blast-off from the point of view of the eagle in the illustration.
7. Taste astronaut food.

O Oranges

1. Write a letter to the Florida Citrus Commission or an orange juice company requesting free materials.
2. Have an orange-tasting party with recipes that include oranges (salad, jam, French toast, etc.).
3. Use an orange to represent a model of the earth; label the hemisphere, equator, poles, oceans. Then peel and enjoy!
4. Visit www.floridajuice.com to learn how orange juice is processed.
5. Grow an orange plant from seeds, testing amount of water, soil, light, etc.
6. Discuss the nutritional value of oranges.
7. Dissect an orange.
8. Find varieties of things belonging to the orange family and compare.
9. Use Aims activity called "Teddy Bears and Oranges."
10. Show Cezanne-type artwork with oranges and have students paint a still life.

P Pirates

1. Create a chart of famous pirates and research information about them.
2. Find out about interesting shipwrecks in the area.
3. Read about *Atocha* and Mel Fisher vs. the State of Florida, which determined who was entitled to the treasure from the ship: www.melfisher.org
4. Visit www.nationalgeographic.com/pirates/maina.html.
5. In small groups, create a treasure map and "bury" a treasure on school property. Exchange maps and see if the treasures can be found.
6. Discuss the role of hurricanes in shipwrecks.
7. Visit www.ajkids.com to determine the difference between a pirate, a buccaneer, and a privateer.
8. Read *Everything I Know About Pirates* by Tom Lichtenheld.

Q Queen Angelfish

1. Research different varieties of fish and paint a paper model. Stuff with newspaper and hang from the ceiling.
2. Plan and set up a classroom aquarium.
3. Visit a pet store or an aquarium for students to see the various kinds of fish.
4. Describe the life cycle of a fish.
5. Dissect a fish and learn about its parts.
6. Have a fish-tasting party with native fishes.
7. View the video *Eyewitness: Fish* by Dorling Kindersley.

R Ringling Brothers

1. Draw your favorite scenes from a circus.
2. Investigate the history of circuses.
3. Visit www.ringling.org.
4. Discuss what some of the problems are with the circus (endangered animals,

- proper habitat for large animals, etc.).
5. Design an advertisement for a circus.
 6. Learn how students are trained at the circus school; see www.sfcircus.org.

S St. Augustine

1. Read about the oldest permanent settlement in other sources.
2. Plan a trip to St. Augustine and surrounding cities.
3. Investigate other "S" topics: surfing, scuba diving, sharks, swimming, water skiing, etc.
4. Using an Internet source, keep a graph of Florida's days of sunshine.
5. Visit Castillo de San Marcos at www.oldcity.com.
6. Learn more about limestone and the coquina clam.
7. Look at the cover of *S is for Sunshine: A Florida Alphabet* and see if you can find 10 things that start with the letter "S."

T Tallahassee

1. List the ten largest cities in Florida.
2. Visit <http://dhr.dos.state.fl.us/museum> or <http://tallahasseeemuseum.org>.
3. See the history of Tallahassee or take a tour of the capitol at <http://www.leg.state.fl.us/kids/home.html>.
4. Learn the capitals of other states in the United States.
5. Have a "Taste of Tallahassee" party with hush puppies, cheese grits and other local cuisine.

U Underwater Aquarium

1. Research various underwater fish, reptiles and mammals such as the loggerhead turtle and manatee.
2. Visit one of Florida's many oceanariums and aquariums via the internet at <http://www.floridasmart.com/attractions/aquariums.htm>.
3. Paint an underwater scene using watercolors.
4. Create a room aquarium online using Power Point; each student to research a different underwater creature.
5. Read *The Aquarium Take-Along Book* by Sheldon Gerstenfeld, V.M.D.
6. Set up and maintain a classroom aquarium.

V Vacationers

1. View graphic information to determine the effect of tourism in Florida.
2. Create a class map of interesting places to visit in Florida.
3. Write to different places to request free information.
4. Plan a trip to Florida and figure the specific costs involved.
5. Share photographs and memories of trips taken.
6. Write to grandparents living in Florida and ask questions about their favorite places to visit.
7. With a small class group, create a television commercial about a Florida vacation.
8. Have a "beach party" at school.

W Walt Disney World

1. Read about the life of Walt Disney.
2. Share stories of visits to Disney World and Disney Land.
3. Visit <http://disney.go.com>.
4. Draw your favorite Disney character.
5. Make a class graph of favorite Disney characters or movies.
6. Introduce students to the stock market by tracking Disney stock.
7. Learn about the life of Walt Disney; visit <http://www.intergraffix.com/walt/xindex.htm>.
8. Design *YOUR Disney Dream Vacation* and share with the class.
9. Investigate map reading by using a Disney park map.

X Xisphosura

1. Read about life cycles of crustaceans and arthropods; create a Venn diagram to show similarities and differences.
2. Buy a grocery store crab to dissect.
3. Discuss fact that horseshoe crab is related to spiders and scorpions NOT crabs.
4. Investigate interesting facts about this "living fossil".
5. Keep a hermit crab as a classroom pet.
6. Learn about different kinds of crabs.
7. Read parts of *Pagoo* by Holling C. Holling.

Y Yearling

1. Read portions of *The Yearling* by Marjorie Kinnan Rawlings.
2. Take a trip to the Rawlings State Park at <http://www.funandsun.com/parks/MarjorieKinnanRawlings/marjoriekinnanrawlings.html>.
3. Read *Marjorie Kinnan Rawlings (Southern Pioneer)* by Sandra Sammons
4. Caution: video of *The Yearling* deals with the death of a pet deer in order to provide food for the family; may be difficult for young students to deal with; see www.teachwithmovies.org/guides/yearling.html.
5. Find out about other interesting poets and authors of Florida.
6. Read portions of *Cross Creek*, also by Rawlings.

Z Zebra Longwing

1. Create a chart that shows what students already know about butterflies.
2. Have each student investigate a topic about butterflies they would like to know more about.
3. Purchase monarch chrysalis from a store in the area and watch them develop in class.
4. Connect to Journey North programs at <http://www.learner.org/jnorth>.
5. Read *The Butterfly Alphabet* by Kjell Sandved; order a poster by calling 800-ABC-WING.
6. Design colorful butterflies and hang in the classroom.
7. Read *Butterfly House* by Eve Bunting.
8. Draw the life cycle of a butterfly.

Your Own Florida Alphabet

Name:

This is your own Florida Alphabet. What does each letter remind you of in Florida? Is it a special place, animal, food, plant, or special thing to you in our state?

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

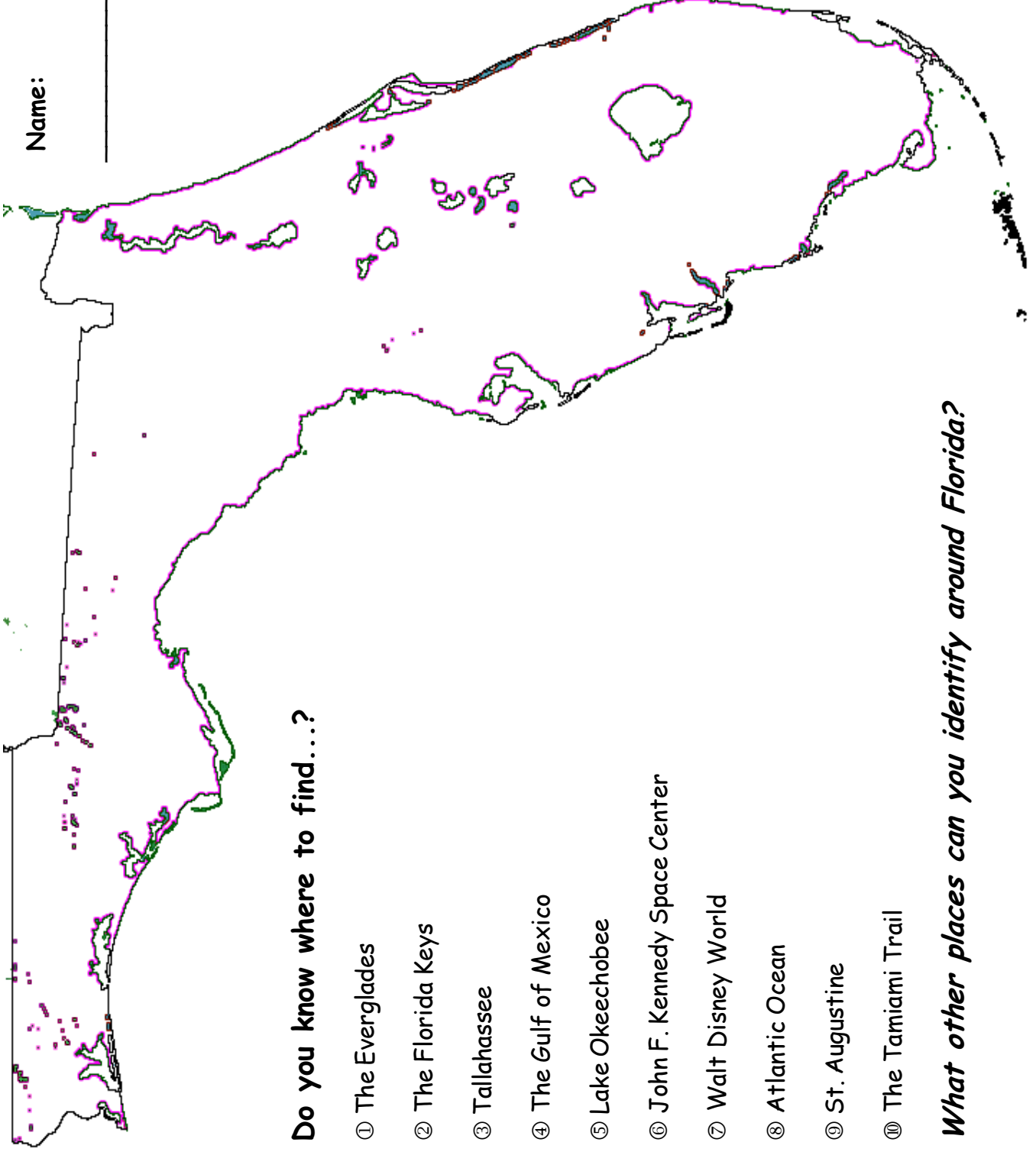
My Florida Map

Name: _____



Draw your own map of Florida! Add your favorite places, or places you would like to visit.

Name: _____



Do you know where to find...?

- ① The Everglades
- ② The Florida Keys
- ③ Tallahassee
- ④ The Gulf of Mexico
- ⑤ Lake Okeechobee
- ⑥ John F. Kennedy Space Center
- ⑦ Walt Disney World
- ⑧ Atlantic Ocean
- ⑨ St. Augustine
- ⑩ The Tamiami Trail

What other places can you identify around Florida?

Draw a picture of any of the following:

State Tree -- Sabal Palm

State Shell -- Horse Conch

State Gem -- Moonstone

State Butterfly -- Zebra Longwing

State Reptile -- Alligator

State Bird -- Mockingbird

Official Saltwater Fish -- Sailfish

Official Freshwater Fish -- Largemouth Bass

Official Saltwater Mammal -- Dolphin

Official Marine Mammal -- Manatee

Official State Animal -- Florida Panther

State Wildflower -- Coreopsis

Name:
