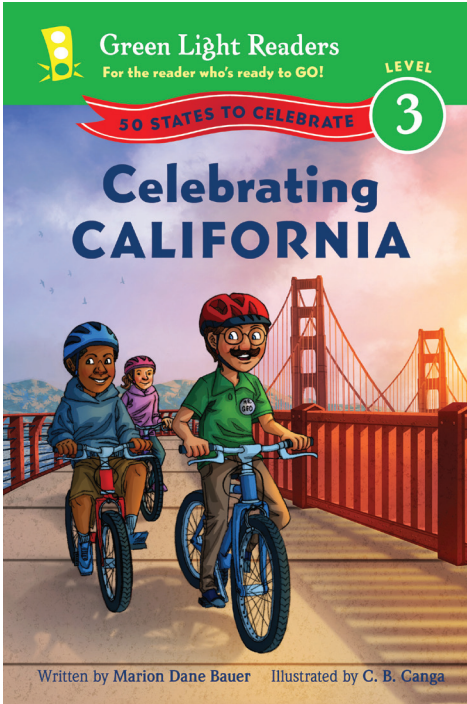


Celebrating California by MARION DANE BAUER

Illustrated by C. B. Canga



Book Summary:

From the Hollywood Hills to the giant redwoods, from missions built of adobe bricks to the La Brea Tar Pits, Mr. Geo leads readers on a thrilling romp across this beautifully diverse state. Incorporating geographical, cultural, and natural landmarks, *Celebrating California* is a wonderful introduction to the state for children and adults alike.

Discussion Questions for Read-Aloud

- If you were going to visit California, where would you go first? Why?
- Why do you suppose people used adobe bricks, made from clay and straw, to build the missions? Why didn't they use wood, or stone?
- Why do you think California's state motto is "Eureka . . . I have found it"?
- Which is your favorite California sports team? Why?
- California's landscape is extremely diverse. Can you name some of the different kinds of trees that grow in California? Can you name some of the different animals that live there?
- Why do you think California has environmental problems?
- California's farms produce a huge variety of foods. What are your favorite California-grown foods?
- Why is the computer-producing region in Northern California known as "Silicon Valley"?
- What are some ways that Native Americans contributed to California's growth?
- California might be called a land of extremes. Why is this so? Name a few reasons.

Common Core Connections

Reading Informational Texts: Key Ideas and Details- Grade 1: RI.1.1/Grade 2: RI.2.1/Grade 3: RI.3.1; RI.3.3/Grade 4: RI.4.1; RI.4.3

Craft and Structure- Grade 1: RI.1.4/Grade 2: RI.2.4/Grade 3: RI.3.4/Grade 4: RI.4.4

Integration of Knowledge and Ideas- Grade 1: RI.1.7

Range of Reading and Level of Text Complexity- Grade 1: RI.1.10/Grade 2: RI.2.10/Grade 3: RI.3.10/Grade 4: RI.4.10

Teaching Ideas

- **Geography:** Using a map of the United States, ask your students to pretend that they need to give someone directions to California from your area. You may have them give directions out loud, or ask them to write their directions down. They might trade directions and see if they can follow them, using their fingers and the map.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

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Speaking & Listening: Comprehension and Collaboration-
Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1
Presentation of Knowledge and Ideas- Grade 1: SL.1.4/Grade 3:
SL.3.4/Grade 4: SL.4.4

- **Native Americans in California:** A variety of Native American tribes lived in California for many years before European settlers and other immigrants arrived. Mr. Geo tells us that Native Americans did much of the work to build the missions. Ask your students to choose a Native American tribe from California to research and write about.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.2/Grade 2:
W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

Research to Build and Present Knowledge- Grade 1: W.1.7/
Grade 2: W.2.7/Grade 3: W.3.7

- **Ecosystems:** California's diverse landscape includes a variety of ecosystems, from the Death Valley deserts to the snowy tip of Mount Whitney. Divide students into groups and ask each group to research a different California ecosystem.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

- **Sports Statistics:** Students will love using California teams' statistics as the basis for math lessons. You might use these statistics to write story problems, for example, that highlight whichever math concepts your class is currently working on.
- **California in Ancient Times:** The La Brea Tar Pits are still offering up fossils of ancient Californian plants and animals. Engage your students in a study of the tar pits. How did the conditions in the tar pits allow so many ancient plants and animals to be preserved? If you have access to

genuine fossils from your area, study them together.

- **Fun Facts:** Mr. Geo presents many fun facts throughout the book. Ask students to research and collect even more fun facts together, and then collect them into your class's own "fun fact" book about California.

Common Core Connections

Writing: Text Type and Purpose- Grade 1: W.1.2/Grade 2:
W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

Production and distribution of writing- Grade 1: W.1.6/Grade
2: W.2.6/Grade 3: W.3.6/Grade 4: W.4.6

Research to Build and Present Knowledge- Grade 1: W.1.7/
Grade 2: W.2.7/Grade 3: W.3.7/Grade 4: W.4.7

- **Mapmaking:** As part of a study of maps and mapmaking, ask each student to choose a region of California of which to create a map.

A Project: Make a Menu for a California Restaurant!

Materials Needed:

- At least one copy of *Celebrating California*
- If possible, some other resource materials for students to use, including books and access to the Internet. You may also want to have a few sample menus.
- Writing and drawing materials, and paper

Background Knowledge: Before beginning this lesson, it will be helpful if your students are familiar with the book *Celebrating California*. You will want to have discussed in particular the agricultural products of California to give students background on which foods a California restaurant might feature.

Set up: Gather your students together in your class meeting place. Have research materials as well as drawing and writing materials accessible to students from their work areas.

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Illustrated by C. B. Canga
CCSS Connections

Introduction: Tell your students that they will have the opportunity to work together to design and create menus for their own California restaurants, featuring local California-produced food. Using *Celebrating California* and other research materials on hand, they will research California foods and create a menu based around those foods.

Work Time: As students work to research and create their menus, you will circulate and help them stay on track. You may want to assign students certain roles within the group to help them stay productive, but this may not be necessary. This project is likely to take more than one class period.

Share: Students will be thrilled to share their menus with each other. You may even choose to celebrate their hard work by making a California restaurant in your classroom, inviting families, and serving simple dishes made with California foods that the students are able to prepare themselves in school or with support at home. The menus students create, of course, will be the main feature!

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.2/Grade 2: W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

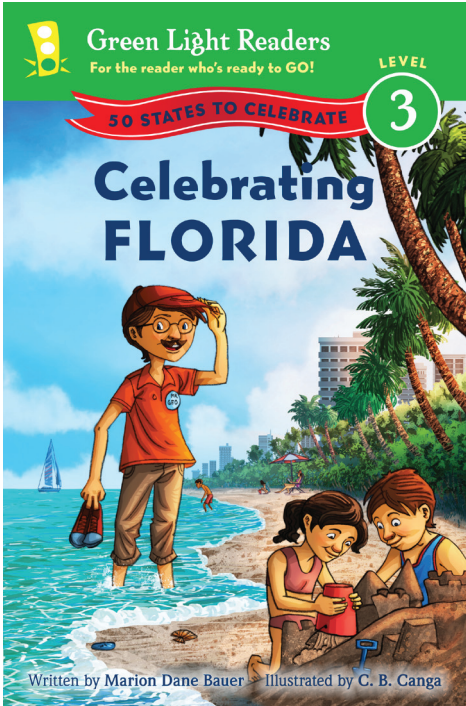
Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7

Speaking & Listening : Comprehension and Collaboration- Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1

Presentation of Knowledge and Ideas- Grade 1: SL.1.4/Grade 3: SL.3.4/Grade 4: SL.4.4

Celebrating Florida by MARION DANE BAUER

Illustrated by C. B. Canga



Book Summary:

From the swamps of the Everglades to St. Augustine, the oldest European-settled city in the nation, from white sands and manatees to the fireworks above Cinderella's castle in Disney World, you and your students will love tagging along with Mr. Geo as he snorkels, sails, and dances his way across the great state of Florida. Incorporating geographical, cultural, and natural landmarks, *Celebrating Florida* is a wonderful introduction to the state for children and adults alike.

Discussion Questions for Read-Aloud

- If you were going to visit Florida, where would you go first? Why?
- The Everglades is home to one of the largest swamps in the country. What is special about a swamp ecosystem? Can you name some plants and animals that live in the Everglades?
- Why do you think Florida's nickname is "The Sunshine State"?
- Which is your favorite Florida sports team? Why?
- Because it is so warm, Florida's farms are able to grow some things that most states can't. What are some of your favorite Florida food products?
- Florida is basically a peninsula that sticks out into the ocean—it is mostly surrounded by water! What are some fun things to do along Florida's coastline?
- How did Florida get its name?
- Before Europeans settled in Florida, there were many Native America tribes living there. Can you name some of them?
- Because of its climate and location, along with its sunny skies and warmth, Florida sometimes has very dramatic weather! Can you describe it?
- Florida is home to the very first underwater state park in the country. Would you like to visit? What do you think you would see?

Common Core Connections

Reading Informational Texts: Key Ideas and Details- Grade 1: RI.1.1 /Grade 2: RI.2.1/ Grade 3: RI.3.1; RI.3.3/Grade 4: RI.4.1; RI.4.3

Craft and Structure- Grade 1: RI.1.4/Grade 2: RI.2.4/Grade 3: RI.3.4/Grade 4: RI.4.4

Integration of Knowledge and Ideas- Grade 1: RI.1.7

Range of Reading and Level of Text Complexity- Grade 1: RI.1.10/Grade 2: RI.2.10/ Grade 3: RI.3.10/Grade 4: RI.4.10

Teaching Ideas

- **Geography:** Ask your students to imagine they are on a road trip to Florida from wherever they live. What tools will they need to help them? Which roads will get them there the fastest? How long will it take? You will want to have several maps of the United States available for students to use as they plan their trip. You may decide to have them write a story about their journey, making sure that they include geographical information.

Celebrating Florida by MARION DANE BAUER

Illustrated by C. B. Canga

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.3/Grade 2: W.2.3/Grade 3: W.3.3/Grade 4: W.4.3

Speaking & Listening: Comprehension and Collaboration- Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1

Presentation of Knowledge and Ideas- Grade 1: SL.1.4/Grade 3: SL.3.4/Grade 4: SL.4.4

- **Native Americans in Florida:** Florida is home to a rich Native American culture. Mr. Geo tells us that the Seminole tribe still practices old customs and honors old leaders. What are these customs? Ask your students to research and write about the Seminole, or another Florida tribe of their choice.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.2/Grade 2: W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7

- **Ecosystems:** Florida is home to ecosystems that are not typical for most of the country—from the mangrove swamps to the tropical Florida Keys. Ask students to choose a Florida ecosystem to study.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

- **Fun Facts:** Mr. Geo presents many facts throughout the book. Ask students to research and collect even more fun facts together, and then collect them into your class's own "fun fact" book about Florida.

Common Core Connections

Writing: Text Type and Purpose- Grade 1: W.1.2/Grade 2: W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

Production and distribution of writing- Grade 1: W.1.6/Grade 2: W.2.6/Grade 3: W.3.6/Grade 4: W.4.6

Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7/Grade 4: W.4.7

- **Mapmaking:** As part of a study of maps and mapmaking, ask each student to choose a region of Florida of which to create a map.
- **Space Exploration:** Mr. Geo tells us that Florida is also home to the Kennedy Space Center at Cape Canaveral. From Cape Canaveral, we have launched explorers to the moon and robots to Jupiter! See what else you and your students can discover about the Kennedy Space Center.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

A Project: Come to Florida! Designing and Creating Brochures

Materials Needed:

- At least one copy of *Celebrating Florida*
- If possible, some other resource materials for students to use, including books and access to the Internet. You may also want to have a few sample brochures.
- Writing and drawing materials, and paper

Background Knowledge: Before beginning this lesson, it will be helpful if your students are familiar with the book *Celebrating Florida*. You will want to have discussed in particular the Florida tourism industry so that students are familiar with all that Florida has to offer in terms of vacation opportunities.

Set up: Gather your students together in your class

Celebrating Florida by MARION DANE BAUERIllustrated by C. B. Canga
CCSS Connections

meeting place. Have research materials as well as drawing and writing materials accessible to students from their work areas.

Introduction: Remind students that as they've discussed, tourism is a big industry in Florida—not only does Florida offer beautiful beaches and opportunities for sailing and fishing, but it is also home to a variety of theme parks. Organize your class into a Florida tourism board and ask them to design and create appealing brochures for their favorite Florida landmarks. You may divide students into groups yourself, or you may ask them to choose their own groups based on interest. You will definitely want to have lots of brochures on hand for students to study so that they are familiar with the structure and contents of a brochure, but you will also want to encourage students to be creative and to make the brochures their own. Students will have a great time with this, and it can be really helpful to discuss ways in which they might make their brochures most appealing to readers, both in terms of visuals and inviting text.

Work Time: As students research and plan, you will want to circulate and support them. This work is likely to take longer than one class period to finish. You may choose to devote one (or more, depending on how much time you have) class period simply to research and note taking, and another to the actual creation of the brochure.

Share: Students will be thrilled to share their brochures. You may rally them to prepare presentations to the class, pretending that they are representatives of the Florida tourism board and that they working to persuade audience members to come to their state! This is a great way to practice crucial speaking and listening skills.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose

Grade 1: W.1.2/Grade 2: W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

Research to Build and Present Knowledge

Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7

Speaking & Listening: Comprehension and Collaboration

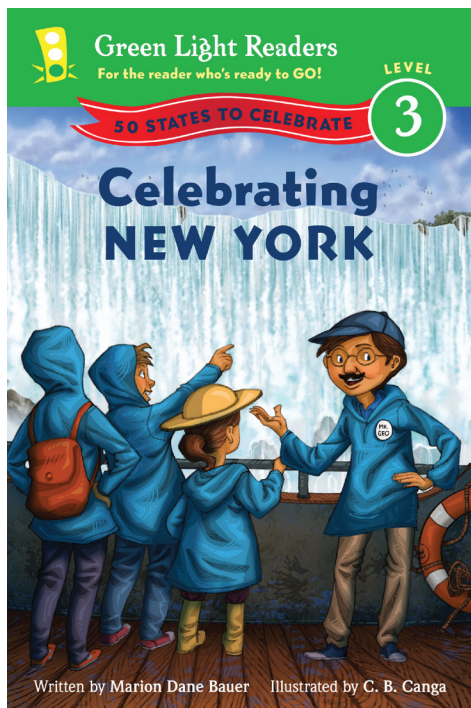
Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1

Presentation of Knowledge and Ideas

Grade 1: SL.1.4/Grade 3: SL.3.4/Grade 4: SL.4.4

Celebrating New York by MARION DANE BAUER

Illustrated by C. B. Canga



Book Summary:

From the Empire State Building and the Brooklyn Bridge to the quiet moose in the wilds of the Adirondack Mountains, from the Erie Canal to Old Albany, Mr. Geo once again leads readers on an informative and delightful journey across New York State. Incorporating geographical, cultural, and natural landmarks, *Celebrating New York* is a wonderful introduction to the state for children and adults alike.

Discussion Questions for Read-Aloud

- If you were going to visit New York, where would you go first? Why?
- New York State is home to New York City, one of the biggest and most diverse cities in the world. Would you like to live in New York City? Why or why not? Do you prefer country or city living?
- Why do you think New York's motto is "Ever upward"? What does that motto tell you about the goals of the early New York settlers?
- Which is your favorite New York sports team? Why?
- Some people think only of New York City when they think of New York State—but it is home to so much more. Surprisingly, more than half of the state is covered with forests! What kinds of wild-life might you encounter in the forests of New York?
- New York was the first state to create state parks, land set aside to be "forever wild." Do you think this was a good idea? Why or why not?
- Before Europeans settled in New York, the land around it was home to an elaborately organized Native American culture, governed by the League of Five Nations. What might our country's first leaders have learned from the Iroquois when they were forming our government?
- New York was home to many historical heroes—from Harriet Tubman and Sojourner Truth to Horace Greeley and Elizabeth Cady Stanton. Who is your favorite New York hero? Why?
- An immigrant was one of the people chosen to design the new tower on the site of the World Trade Center, destroyed on September 11, 2001. Why is this representative of the spirit of New York?

Common Core Connections

Reading Informational Texts: Key Ideas and Details- Grade 1: RI.1.1 /Grade 2: RI.2.1/ Grade 3: RI.3.1; RI.3.3/Grade 4: RI.4.1; RI.4.3

Craft and Structure- Grade 1: RI.1.4/Grade 2: RI.2.4/Grade 3: RI.3.4/Grade 4: RI.4.4

Integration of Knowledge and Ideas- Grade 1: RI.1.7

Range of Reading and Level of Text Complexity- Grade 1: RI.1.10/Grade 2: RI.2.10/ Grade 3: RI.3.10/Grade 4: RI.4.10

Teaching Ideas

- **Geography:** Give your students copies of the New York City subway map (easily found online). Ask them to practice giving sub-

Celebrating New York by MARION DANE BAUEI

Illustrated by C. B. Canga

way directions from one landmark to another, using this map. You might say, for example, “What trains would you take to get from the American Museum of Natural History to the Brooklyn Bridge?”

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Speaking & Listening: Comprehension and Collaboration- Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1

Presentation of Knowledge and Ideas- Grade 1: SL.1.4/Grade 3: SL.3.4/Grade 4: SL.4.4

- **Native Americans in New York:** The League of Five Nations and the Iroquois tribe have a long and storied history in New York State and the surrounding areas. Ask students to study the ways in which Native American culture has contributed to the development of the state. What did we learn from the Iroquois, for example, about government? What Native American sport do we still play today?

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

- **Natural Landmarks:** Niagara Falls is a natural landmark that is well known across the world. It has been a tourist destination for many, many years. You might ask your students to research Niagara Falls, and to write a story about visiting. They might imagine themselves getting sprayed with water as they ride on the *Maid of the Mist*, or even tumbling over the falls in a barrel!

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.3/Grade 2: W.2.3/Grade 3: W.3.3/Grade 4: W.4.3

Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7

- **Cultural Landmarks:** New York City is a city of immigrants—both historically and still today. Ellis Island is emblematic of New York’s melting pot. Many families in the United States can trace family history back to Ellis Island. With your class, learn more about Ellis Island and the time period during which it was active. Ask students to imagine the journey to New York City through Ellis Island, and then compare that journey with the journey of contemporary immigrants.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

- **Fun Facts:** Mr. Geo presents many facts throughout the book. Ask students to research and collect even more fun facts together, and then collect them into your class’s own “fun fact” book about New York.

Common Core Connections

Writing: Text Type and Purpose- Grade 1: W.1.2/Grade 2: W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

Production and distribution of writing- Grade 1: W.1.6/Grade 2: W.2.6/Grade 3: W.3.6/Grade 4: W.4.6

Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7/Grade 4: W.4.7

- **Mapmaking:** New York City is home to the biggest subway system in the country. You might ask students to study the way the New York City subway map works, and to create their own imaginary subway system map for your town.

A Lesson: Historical Fiction in New York State!

Materials Needed:

- At least one copy of *Celebrating New York*
- Writing material and paper
- Chart paper and a marker (or your preferred method of recording notes)
- You may want to have on hand some other resources for researching the history of New York.

Celebrating New York by MARION DANE BAUER

Illustrated by C. B. Canga

CCSS Connections

Background Knowledge: This lesson fits well within the context of both a study of historical fiction and a social studies unit on the history of New York, though it stands alone as well. Your students will need to be familiar with the book *Celebrating New York*. It will be helpful if you have discussed various aspects of New York history described in *Celebrating New York* with your students as well, from the history of the Iroquois Nation to the battles of the Revolutionary War, from the ships of immigrants docking at Ellis Island to the Seneca Falls Convention for women's rights.

Set up: Gather your students together in your class meeting area.

Introduction: You might begin this lesson by telling students that today they will begin to write historical fiction stories set in the time period of their choice in New York State. It will be helpful to ask students to help you as you list on chart paper several options for when and where students might choose to set their stories. Ask students to either imagine a character of their own age or to imagine themselves as an historical character in a story set in an important period in New York history. Students might imagine being a child on board one of the ocean liners that brought immigrants through Ellis Island, for example. They might imagine being a passenger along the Underground Railroad with Harriet Tubman, or a young attendee of the Seneca Falls Convention. As they write, you'll want to encourage them to add as many historically accurate details as they can into their stories. This may require a bit of research!

Work Time: As students write and research, you'll circulate and give support where it is needed. Some students may benefit from support by adding in historically accurate details. Some may benefit from support with planning their story before they begin to write. It is likely that students will need more than one class period to finish.

Share: You might ask students to share their drafts

with partners, and to help each other add even more historically accurate details to their stories.

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.3/Grade 2: W.2.3/Grade 3: W.3.3/Grade 4: W.4.3

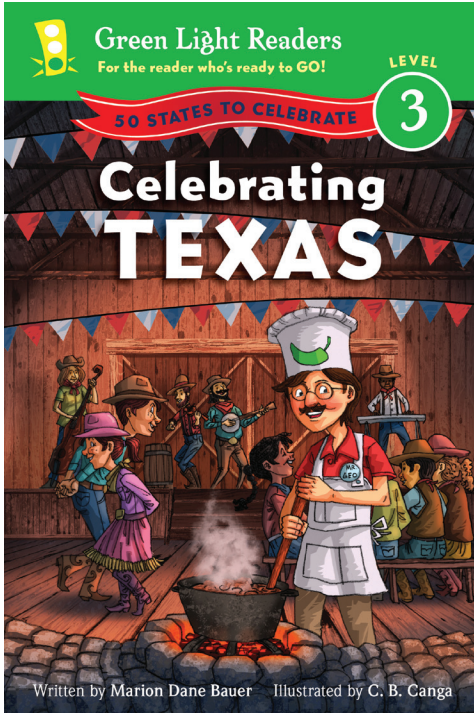
Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7

Speaking & Listening: Comprehension and Collaboration- Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1

Presentation of Knowledge and Ideas- Grade 1: SL.1.4/Grade 3: SL.3.4/Grade 4: SL.4.4

Celebrating Texas by MARION DANE BAUER

Illustrated by C. B. Canga



Book Summary:

From the Houston rodeos to the Galveston ports, from collecting seashells on Padre Island to digging for fossils at Big Bend National Park, we follow Mr. Geo as he leads us across the vast and diverse state of Texas. Incorporating geographical, cultural, and natural landmarks, *Celebrating Texas* is a wonderful introduction to the state for children and adults alike.

Discussion Questions for Read-Aloud

- If you were going to visit Texas, where would you go first? Why?
- Why is Texas called “The Lone Star State”? How is Texas’s history of independence revealed in its culture today?
- Which is your favorite Texas sports team? Why?
- Texas is known for its wide open spaces, like the ranch that Mr. Geo tells us is bigger than the whole state of Rhode Island! Would you like to visit that ranch? Why or why not?
- Texas is a land of many cultures. Can you think of some ways that Mexicans and Mexican-Americans have made Texas what it is today?
- “Texas gets its name from a Caddo (Native American) word meaning “friends.” What are some other ways that Native Americans contributed to Texas’s growth?
- What does it mean when people say “Remember the Alamo”?
- Oil is still big business in Texas. How did oil come to be called “black gold”?
- When you think of Texas, what kind of foods come to mind?

Common Core Connections

Reading Informational Texts: Key Ideas and Details- Grade 1: RI.1.1 /Grade 2: RI.2.1/
Grade 3: RI.3.1; RI.3.3/Grade 4: RI.4.1; RI.4.3

Craft and Structure- Grade 1: RI.1.4/Grade 2: RI.2.4/Grade 3: RI.3.4/Grade 4: RI.4.4

Integration of Knowledge and Ideas- Grade 1: RI.1.7

Range of Reading and Level of Text Complexity- Grade 1: RI.1.10/Grade 2: RI.2.10/
Grade 3: RI.3.10/Grade 4: RI.4.10

Teaching Ideas

- **Geography and Mapmaking:** Texas is huge—until Alaska became a state in 1959, Texas was the biggest state in the country. It also has some of the most varied terrain. You might ask your students to study different types of maps—topographical maps, road maps, political maps, climate maps, etc.—and then to choose one type of map to use when making their own map of Texas. Encourage students to use other maps as resources, but to make sure that the map they create is their own.
- **Native Americans in Texas:** With your class, study the Caddo tribe. How did they make use of what the Texas land offered to

Celebrating Texas by MARION DANE BAUER

Illustrated by C. B. Canga

make their homes and feed their families?

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

- **Fun Facts:** Mr. Geo presents many fun facts throughout the book. Ask students to research and collect even more fun facts together, and then collect them into your class's own "fun fact" book about Texas.

Common Core Connections

Writing: Text Type and Purpose- Grade 1: W.1.2/Grade 2: W.2.2/Grade 3: W.3.2/Grade 4: W.4.2

Production and distribution of writing- Grade 1: W.1.6/Grade 2: W.2.6/Grade 3: W.3.6/Grade 4: W.4.6

Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7/Grade 4: W.4.7

- **A Taste of Texas:** Texas is known for its spicy chili, its barbecue, its enchiladas and tamales, and its chicken fried steak, among other things. Ask students to work together to make some traditional Texas fare, and invite families to come celebrate a taste of Texas!
- **Wildlife:** With its varied climate Texas is home to a wide variety of animals. Ask students to work in groups to learn more about Texas wildlife. They might write reports, do oral presentations, or find some other way to share what they learn.

Common Core Ideas

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.3/Grade 2: W.2.3/Grade 3: W.3.3/Grade 4: W.4.3

Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7

Speaking & Listening: Comprehension and Collaboration-

Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1

Presentation of Knowledge and Ideas- Grade 1: SL.1.4/Grade 3: SL.3.4/Grade 4: SL.4.4

- **Music and Dance:** Listen to some country and western music made by Texan musicians, and learn to do the two-step, or try line dancing with your class!

A Lesson: Texas Travel Posters!

Materials Needed:

- At least one copy of *Celebrating Texas*
- Writing and drawing material and paper for student use
- Chart paper and a marker (or your preferred method of recording notes)
- Sample travel magazine or newspaper advertisements

Background Knowledge: Your students will need to be familiar with the book *Celebrating Texas*. It will be helpful if your students are familiar with a variety of Texas cities and attractions.

Set up: Gather your students together in your class meeting area.

Introduction: Tell your students that they will be choosing a place in Texas—it could be a city, or a particular attraction like the rodeo, Big Bend National Park, or the Alamo. They will be creating a page such as one you might see in a newspaper or magazine designed to get people to come enjoy this place. You might want to create a list of important Texas attractions on chart paper with students before they choose and begin working. They will need to include both images and words. The words they choose to include should be informative, clear, and designed to highlight the wonderful things about whatever landmark students have chosen. You may want to require that students do a bit more research

Celebrating Texas by MARION DANE BAUER Illustrated by C. B. Canga

and include a certain number of facts in their sheet. You may also want to spend some time studying real advertisements together so that students have a variety of models to use as they create their own.

Work Time: As students work, circulate and support them as needed. Students may need more than one class period to finish their advertisements.

Share: Students will love sharing their Texas ads with each other. You may simply have students display and discuss their ads in small groups. If you are feeling ambitious, you might create your own class magazine or newspaper all about Texas, and feature these advertisements within it!

Common Core Connections

Reading Informational Texts: Integration of Knowledge and Ideas- Grade 3: RI.3.7/Grade 4: RI.4.7

Writing: Text Type and Purpose- Grade 1: W.1.3/Grade 2: W.2.3/Grade 3: W.3.3/Grade 4: W.4.3

Production and distribution of writing- Grade 1: W.1.6/Grade 2: W.2.6/Grade 3: W.3.6/Grade 4: W.4.6

Research to Build and Present Knowledge- Grade 1: W.1.7/Grade 2: W.2.7/Grade 3: W.3.7

Speaking & Listening: Comprehension and Collaboration
Grade 1: SL.1.1/Grade 2: SL.2.1/Grade 3: SL.3.1/Grade 4: SL.4.1

Presentation of Knowledge and Ideas- Grade 1: SL.1.4/Grade 3: SL.3.4/Grade 4: SL.4.4