

# Seeds of Change

## A RIF GUIDE FOR EDUCATORS

**Themes:** Heroic Women, Hard Work, Deforestation, Earth Day, Restoration, Nobel Prize

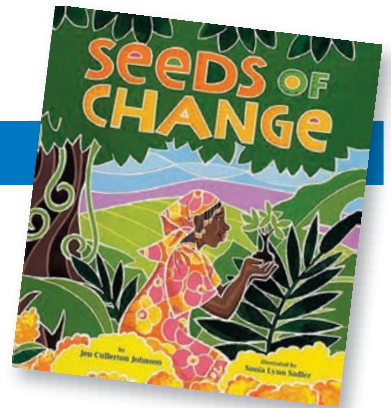
**Grade Level:** K to 2nd grade

**Book Brief:** A Kenyan woman works to save her country, one tree at a time.

**Author:**  
Jen Cullerton Johnson

**Illustrator:**  
Sonia Lynn Sadler

**Content Connections:**  
Science, Social Studies



## TIME TO READ!

### BEFORE WE READ, LET'S LOOK AT...

**The Cover:** Have students predict what the story is about based on the title and front cover illustration. Who is the woman on the front? What is she doing? Where is she? What does *Seeds of Change* mean?

**The Pictures:** Flip through the pages in the text. Ask your students what they notice about the illustrations. What can they tell about Kenya and its people? What does the Kenyan landscape look like? How does the illustrator's use of bright color help depict the story?

**Prior Knowledge:** Find out what your students know about Kenya. Show them Kenya on a map and point out its proximity to the equator. Explain that the climate

tends to be wet and hot, which is ideal for growing many crops. Do your students know what *deforestation* is? Explain to them the dangers of cutting down too many trees to grow crops or build buildings, and tell them that it happens all over the world. Have they ever seen any trees being cut down for construction?

**Vocabulary:** maize, ancestors, biologist, plantations, sapling, democracy

**Purpose for Reading:** Choose the purpose that best fits your class: "As we read, think about who influenced Wangari to be such a woman of change." "While reading, let's think about how education helped Wangari make changes in Kenya."

## WHILE WE READ

### MONITORING COMPREHENSION

- ◆ Why does Wangari's brother go to school before she does in the story?
- ◆ How do you think her parents feel when Wangari goes to Nairobi at age 11?
- ◆ What do people keep telling Wangari?

- ◆ Why is gathering firewood important for the women? What is the role of the village men?
- ◆ What are some of the differences between Kenya and America?
- ◆ Do you think the Kenyan people knew they were hurting the land?

## LET'S THINK ABOUT

**Our Purpose:** Revisit one purpose: "Who influenced Wangari? How did they influence her?" or "How did getting an education help Wangari to help her country? What if she hadn't been able to go to school?" Have students look for evidence in the text to support their answers.

**Extending Our Thinking:** The text mentions that Wangari was put in jail for trying to change the land. Have students brainstorm with a partner to think of other famous people who've been put in jail for trying to do the right thing. Let pairs share their answers with the class. Write the answers on the board and talk about the changes these people were able to make through dedication and sacrifice.

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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