

READING IS FUNDAMENTAL® STORY SAMPLER

Travel Adventures



FOR CHILDREN IN KINDERGARTEN - GRADE 3





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What Is a Story Sampler?

A Story Sampler makes books come alive for children. It is a book-based, thematic approach to reading designed to engage children in the book experience. Each Story Sampler includes hands-on, cross-curricular literacy activities.

Why Use a Story Sampler?

You should use a Story Sampler if you are looking for:

- Suggestions to enhance children’s reading experiences.
- A quick and easy resource filled with activities to integrate into your program’s reading time.
- New ways to expand books children are reading to include parents and the community.

Each Story Sampler offers ways to extend book experiences for the children you work with. Motivational activities are an important part of every Reading Is Fundamental program because they help children associate books and reading with positive experiences and fun! Use a Story Sampler to delve deeper into a book’s message, to demonstrate that books are extensions of real life, and to provide tie-ins that connect families to literacy activities.

Scores of studies show that students learn more and do better in school when their parents are involved in their education. Story Samplers offer ideas to help forge relationships and shared experiences within the family and the community.

Story Samplers provide a variety of hands-on activities to enable all children to learn in different ways. They also provide suggested questions to ask before, during, and after reading together. These prompts and discussion topics can help children develop high-order thinking skills.

What’s Inside a Story Sampler?

Each Story Sampler addresses a theme that unifies a collection of children’s books. A featured book is introduced at the beginning of each section, followed by activities and a list of additional titles to extend the lesson. The types of activities found within each section include:

- Questions that promote interaction with the text.
- Activities that extend learning within the book.
- Ideas to involve families in activities related to the book.
- Ways to connect the community with themes presented in the stories.

Who Should Use a Story Sampler and Where?

Story Samplers cover a variety of topics and age groups. They are designed for caregivers seeking to cultivate a literacy-rich environment, busy teachers looking for new ideas to expand their lessons, parents hoping to increase their children’s contact with books and associated activities, and adults wishing to integrate children’s books into thematic lessons.

When and How Should I Use a Story Sampler?

A Story Sampler can be used in its entirety or in sections that apply to the learning objectives you hope to achieve. Use the activities to enhance the work you are already doing, to supplement a curriculum, or to encourage reading at home.

Family members can encourage children to become lifelong readers by reading aloud with them every day. Reading aloud to children is one of the most effective ways to support language and literacy development. The featured titles are intended to be read aloud to promote interaction with the book.

Books can explain and reinforce concepts, allow children to build positive self-images, stimulate discussions and thinking, and expand children's imaginations. Use Story Samplers when the books and the activities help you to achieve one of these goals. Only you and your program can determine the best way to use Story Samplers. Have fun and enjoy!

Tips for Reading Aloud

Before You Read a Story...

- Make sure everyone is comfortable.
- Show the cover, and read the title and author of the book.
- Ask the children about the cover.
- Suggest things the children can look or listen for during the story.
- Provide background information that may help children understand the story better.

During a Story...

- Change your voice to fit the mood or action.
- Point to the words as you read them.
- Show the pictures and talk about the book as you read.
- Adapt the text to fit the comprehension level of your audience.
- Ask children to make predictions about the plot, the characters, and the setting.
- Follow the cues of the children.

After You Read a Story...

- Ask about what happened in the story.
- Encourage the group to relate the story to their own experiences.
- Ask the children how they might feel or act if they were one of the characters.
- Invite children to share their thoughts about the story and pictures.
- Extend the story with an activity or another book.

Travel Adventures

A STORY SAMPLER FOR CHILDREN IN KINDERGARTEN - GRADE 3

▶ STRANGE LAND TO CALL HOME

Uncommon Traveler: Mary Kingsley in Africa

by **Don Brown**. Houghton Mifflin, 2000

▶ DREAMS OF ADVENTURE

Edward and the Pirates

by **David McPhail**. Little Brown & Co., 1997

▶ ZANY ADVENTURES

How to Make an Apple Pie and See the World

by **Marjorie Priceman**. Random House, 1996

▶ ADVENTURES CLOSE TO HOME

Owl Moon

by **Jane Yolen**, illustrated by John Schoenherr.
Philomel Books, 1987

▶ VISITING NEW PLACES

Going Home

by **Eve Bunting**, illustrated by David Diaz.
HarperTrophy, Reprint edition, 1998

Strange Land to Call Home

Uncommon Traveler: Mary Kingsley in Africa

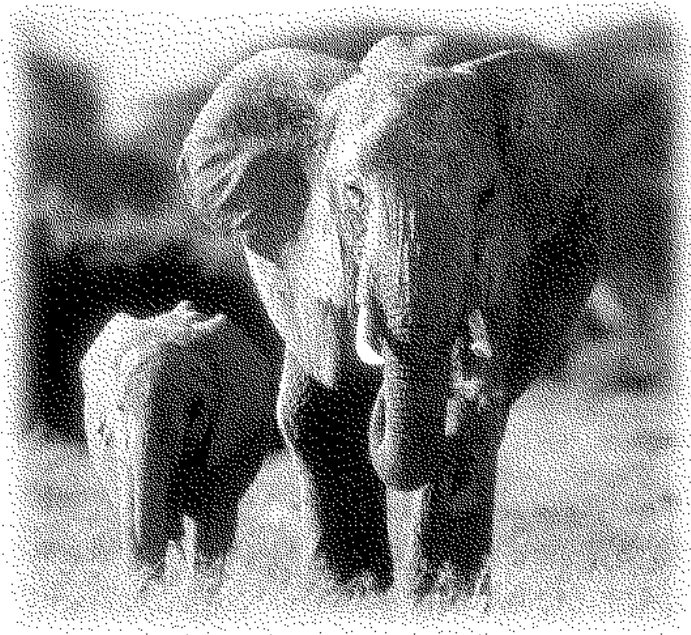
by **Don Brown**
Houghton Mifflin, 2000

In the late 19th century, women did not travel alone. However, Mary Kingsley was filled with curiosity and a will that took her to West Africa on two occasions, proving that she was capable of anything.

What to Do Before Reading the Story

- Display a map that includes West Africa. Tell children about the West African people, the hot climate, and the animals that inhabit the area. For information and resources about Africa check out the following Web sites:
 - www.nationalgeographic.com to find maps and other related information.
 - <http://teacherlink.ed.usu.edu/tlresources/units/byrnes-africa/aindex.htm> to access lesson plans about Africa.
 - www.peacecorps.gov/wws/educators/connect.html to contact a Peace Corps volunteer serving in West Africa.
- Ask children if they have ever been far from home. Where did they go? How did they feel?
- Talk about the role of women in the late 19th century. Explain that women did not have the same rights as they do now in parts of the world.





- Show a picture of Mary Kingsley, so the children can see that she was a real person. An image can be found on www.spartacus.schoolnet.co.uk/wkingsley.htm. Explain that she was an “uncommon traveler” because she was a woman and because many European people had not been to Africa at that time.

Things to Talk About During the Story

- Young Mary spent most of her childhood alone, while her father was away and her mother was ill. Ask children how they would feel to be alone like Mary.
- Mary encountered a lot of strange things in Africa, but she didn’t seem afraid. Ask children if they would be afraid in the same circumstances. What would they do to stay brave?
- Mary met many different tribes of West African people. Ask children why they think she liked the Fang people the best.

What You Can Do When You Finish Reading the Story

- How far did Mary Kingsley travel? Help children to calculate the approximate distance between England and West Africa. Talk about how long it would take to travel that distance without planes and automobiles.
- Find out more about Mary Kingsley and her life. Look in the book *Uncommon Traveler* for a list of biographical resources.
- Share pictures of how women dressed in the late 19th century. Compare typical attire of that time with styles of today. Ask children to advise Mary on which items of clothing would be more appropriate for the heat of Africa than her long dresses and corsets.
- The people of West Africa speak French. Share some French words or phrases with children.

Family Involvement

- Create a family collage. Ask families to dream up a faraway place to visit. Paste together pictures of the place, what they may pack, and/or what they may do.
- Ask children to find out where their family has been or would like to visit. Have children share what they learn.
- Encourage families to have a “Family Reading Adventure” week. They can read stories of faraway lands together each night.

Community Connection

- Mary ran into many new animals on her adventures. Discover more about the animals indigenous to West Africa. Ask a zookeeper or other local specialist to talk about West African animals with the children.
- Have a stamp and postcard drive. Ask the community to donate used postcards of faraway places that they or their loved ones visited. Use the postcards to make discoveries about other places. Research the location of the photo or the route the postcard may have traveled.
- Explorers of the past create bridges to new resources and ideas, thereby shrinking our world and broadening our community. Research some of the lesser-known explorers to share with the community. The Web site: www.enchantedlearning.com/explorers offers a vast variety of explorers for different regions, time periods, and types of exploration. Ask a local newspaper to feature some of the children’s work.

Additional Titles

Faraway Home by Jane Kurtz, illustrated by E. B. Lewis. Gulliver Books, 2000

When her father journeys back to his home in Ethiopia, Desta reflects on the union of two very different worlds.

Grandfather’s Journey by Allen Say. Houghton Mifflin, 1993
Through stories of three generations, a Japanese grandfather proves that home doesn’t have to be just one place.

When Jesse Came Across the Sea by Amy Hest, illustrated by P. J. Lynch. Candlewick Press, 1997

Jesse is chosen to move from Eastern Europe to America. She must venture alone, but she takes her grandmother’s inspiration with her.

Coming to America by Betsy Maestro, illustrated by Susannah Ryan. Scholastic Trade, 1996

This picturebook explores the evolving history and diversity of immigration in the United States.

Edward and the Pirates

by David McPhail
Little Brown & Co., 1997

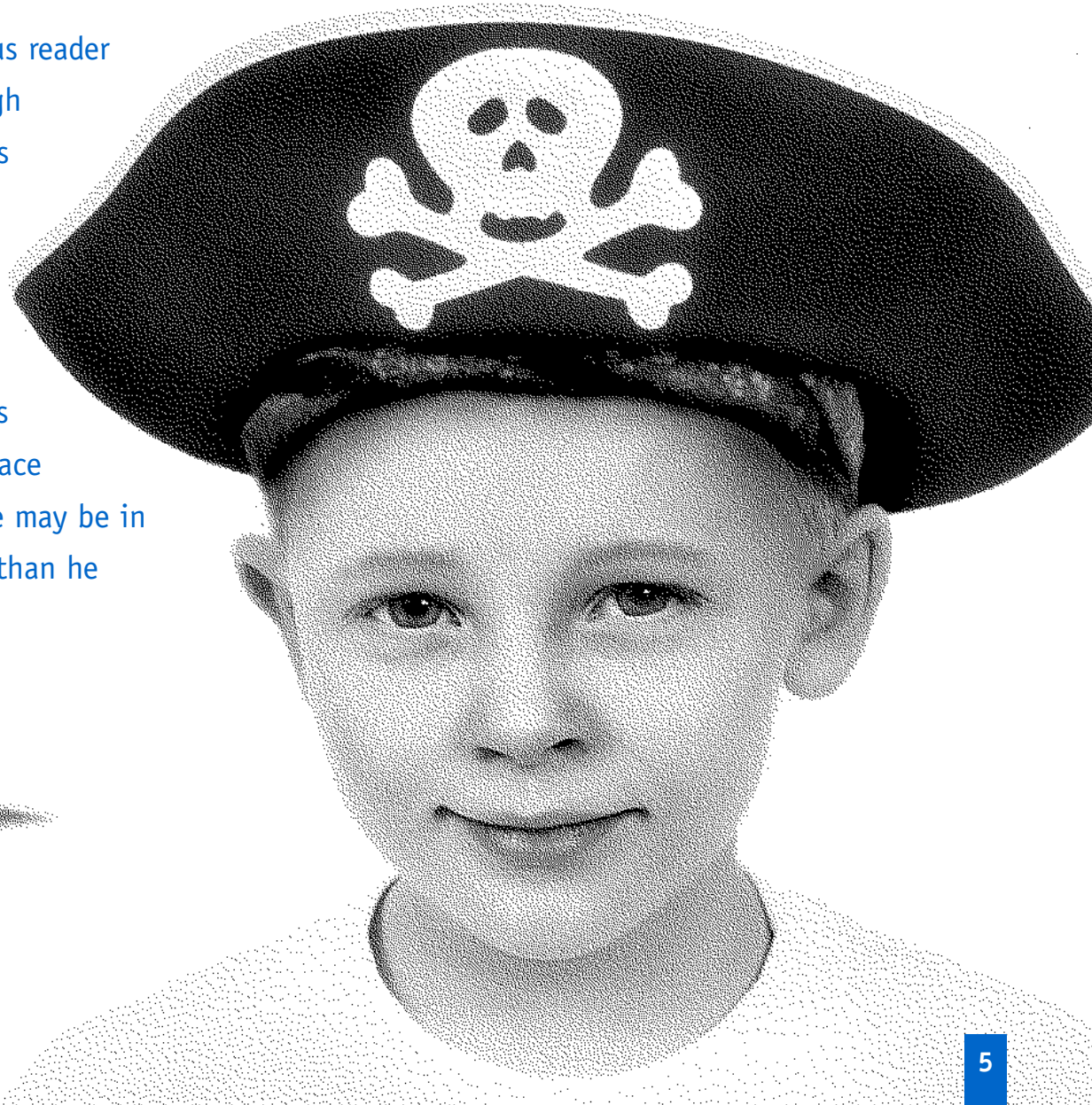
Edward is a voracious reader who can't get enough of books. His dreams of adventure stir him to read adventure books. But when a book about pirates brings him face to face with the bandits, he may be in for more adventure than he expected.

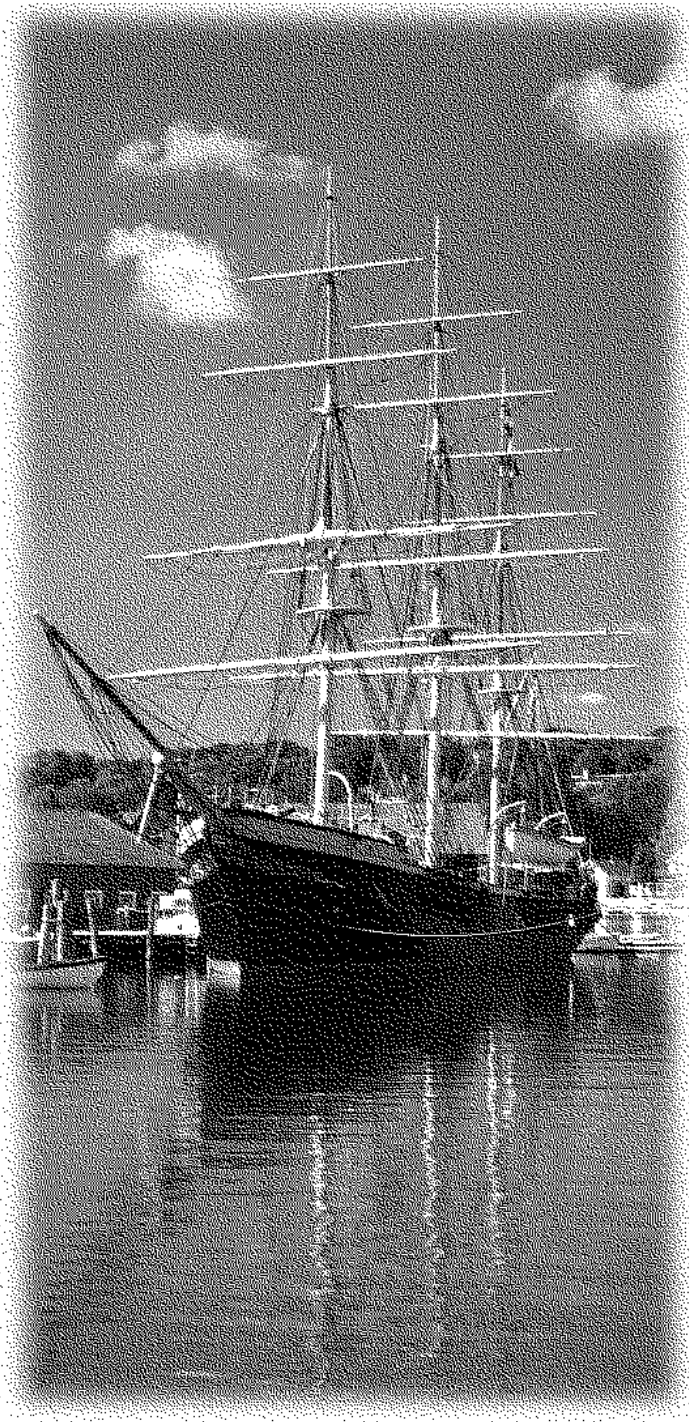
What to Do Before Reading the Story

- Show the cover to the children while concealing the title. Ask them what they think the story will be about.
- The book is called *Edward and the Pirates*. Ask children to describe what pirates are and what they do. Make a list of other famous pirates or their characteristics.

Things to Talk About During the Story

- Edward really likes to read. Ask children if they like to read as much as Edward.
- Edward's bed starts rocking, and suddenly he is surrounded by pirates. What do the children think is really happening to Edward?
- When Edward's mother and father come into the room to save him from the pirates, they are dressed a certain way. What do their costumes remind the children of?





What You Can Do When You Finish Reading the Story

- Edward imagines that he is helping the heroes of the stories he is reading. Ask children to think of an adventure story they like and how they would help the hero. You may want to provide examples to get them started. For instance, in the tale *The Three Little Pigs*, they could give the pigs a cement mixer so that their houses would be made of better materials; or they could give Hansel and Gretel a cell phone so they would not get lost.

- Talk about dreams. Ask children if dreams have ever taken them on an adventure like Edward's. Have they ever thought their dreams were real until they woke up?
- Edward loves to read. Ask children to share a book that they love to read with the group.
- Have a book treasure hunt. Draw up clues to place around the area. Clues should lead children from one place to another and eventually to the treasure—a book! Give children a treasure map and eye patch to add to the fun.

Family Involvement

- Have children ask parents if they remember the first book they read or was read to them. Share their answers with the group.
- Edward enjoys reading everything, not just books. Have children poll families to find out what they like to read.

Community Connection

- Edward shares his passion for reading with the pirates by reading with them. Ask community members to come in and read with the children.
- Take a trip to the library. Ask the librarian to gather a stack of adventure stories for the group and conduct a “book talk” introducing each title.
- The pirates may seem to be unlikely listeners, but they enjoy being read to. Schedule a trip to a retirement home or hospital, and encourage the children to read to the adults.

Additional Titles

The Polar Express by Chris Van Allsburg. Houghton Mifflin, 1985
This Caldecott Award winner embraces a boy's dream to venture to the North Pole one Christmas Eve.

Zathura by Chris Van Allsburg. Houghton Mifflin, 2002
Twenty years after Chris Van Allsburg's book, *Jumanji*, shook up a suburban town, Danny and Walter Budwing discover a game in the park. When Danny starts to play the game, they are launched into an outer space adventure.

Where the Wild Things Are by Maurice Sendak.
HarperCollins, 1988

Follow a mischievous little boy into a land of peculiar giants and the imaginative illustrations of Maurice Sendak.

How to Make an Apple Pie and See the World

by **Marjorie Priceman**
Random House, 1996

A trip to the market sends Marjorie on an adventure around the world, as she tries to collect the ingredients to bake an apple pie.

What to Do Before Reading the Story

- Show a list of the ingredients necessary to make an apple pie. Ask children where they would buy the things on the list.
- Ask children to share how they think food gets to a store.

Things to Talk About During the Story

- When Marjorie gets to the store, it is closed. Ask what she should do.
- Post a world map where the children can see it. Place a marker at each place Marjorie visits in the story.
- Have children make a list of all the modes of transportation Marjorie uses to get from place to place.

What You Can Do When You Finish Reading the Story

- Create a word search using the different destinations, the pie ingredients, and the modes of transportation mentioned in the story.





- Where do foods really come from? Ask the group to pick a recipe and research the origins of the items within that dish.
- Marjorie takes many forms of transportation. Have children make up a story where they use at least three different modes of transport.

Family Involvement

- Write a shopping list together. Encourage children to talk with their parents about what they need to buy to make a dish.
- Invite children to bring recipes from home. Create a class cookbook.
- Ask families to make dinner together. They can select a recipe and go shopping for the ingredients. Children can even help with the preparation.

Community Connection

- Hold a bake sale. Ask children to bring in baked goods to sell, and donate proceeds to a designated charity.
- Poll the town or school. Have each child ask five people what their favorite meal is. Compile results on a chart.

- Take a trip to a bakery or restaurant. Have the chef demonstrate how to make an apple pie. Or invite a chef to come to the classroom and talk about how he makes apple pies or other foods.

Additional Titles

Jimmy Zangwow's Out-of-This-World Moon Pie Adventure by Tony DiTerlizzi. Simon & Schuster, 2000

Determined to secure his favorite snack before dinner, Jimmy takes orbit on a lunar escapade and discovers more treats than moon pies.

Abuela by Arthur Dorros, illustrated by Elisa Kleven. Puffin Books, 1997

Rosalba acts as a Spanish translator and guide for her grandmother on a fantasy flight over the engaging streets of New York.

Jumanji by Chris Van Allsburg. Houghton Mifflin, 1981

A board game causes more than the usual fun as it invites all kinds of peculiar mishaps into a quiet suburb.

Anna's Art Adventure by Bjorn Sortland, illustrated by Lars Elling. Lerner Pub Group, 1999

A visit to an art museum proves to be an extraordinary field trip when Anna is absorbed by the masterpieces and gets acquainted with the artists.

Adventures Close to Home

Owl Moon

by Jane Yolen, illustrated by John Schoenherr
Philomel Books, 1987

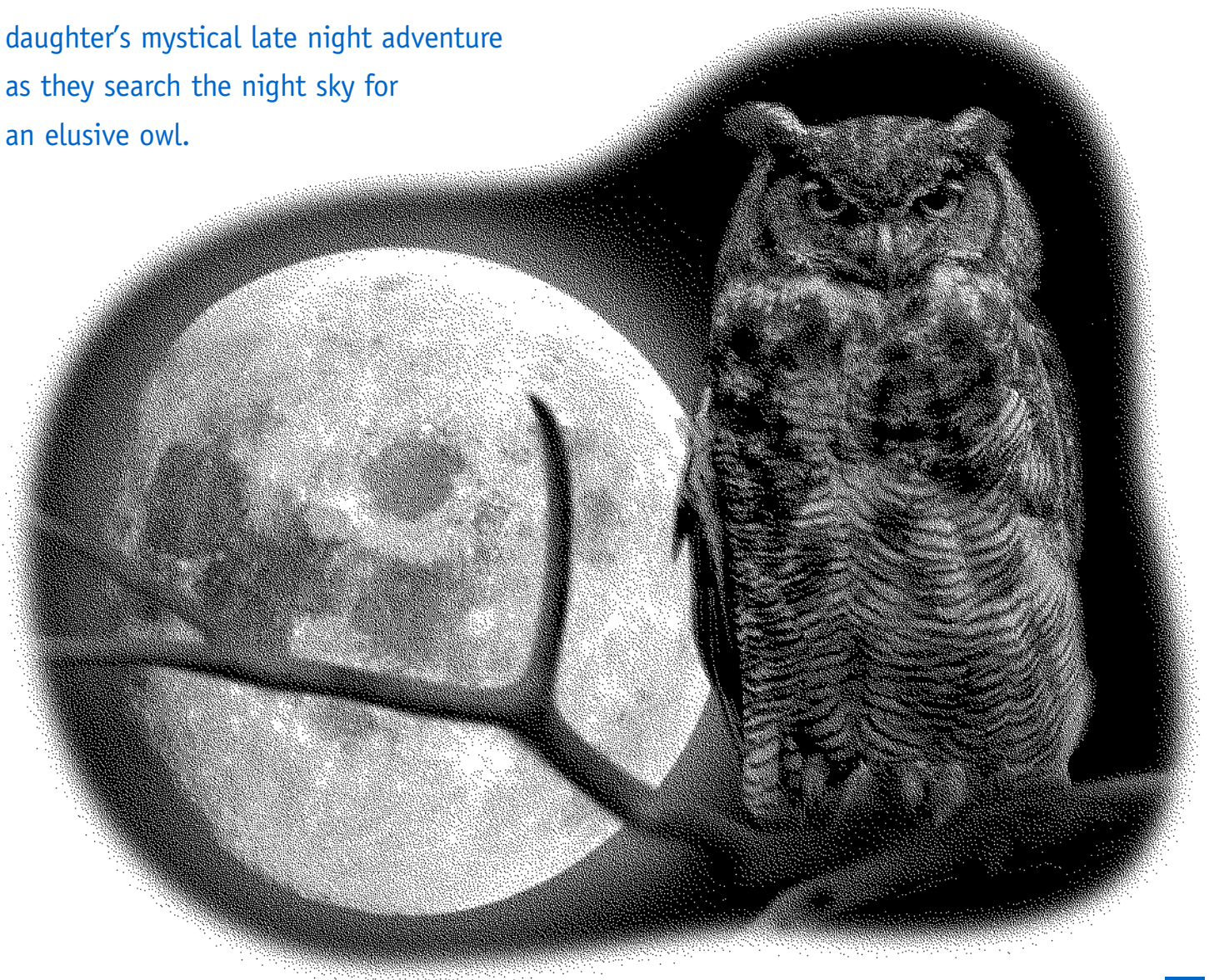
This Caldecott Medal winner enchants us with beautiful illustrations of a father and daughter's mystical late night adventure as they search the night sky for an elusive owl.

What to Do Before Reading the Story

- Talk about owls. Share where owls live and what their habits are.
- Ask children how late they can stay up. Have they ever been on a moonlight walk?
- Ask how many children have seen an owl before. What do they know about them?

Things to Talk About During the Story

- What is the weather like in the story? How does the little girl feel about the cold?
- The little girl says she needs to be brave. Have children share when they have been brave.
- How do the children think the girl feels when she sees the owl?
- What other animals do they see in the story?





What You Can Do When You Finish Reading the Story

- Ask children with whom they would like to go on an owl moon walk.
- The father has a special call he uses to call the owls to him. Ask children to practice calling to the owls. What other calls can they do? Try teaching the children to whistle.
- The moon casts shadows around the snowy landscape in the book. Set up a light and a screen, and teach the children how to make animal shadows with their hands.
- What discoveries can we make at night? Ask children to name things that they can see at night but not during the day—like owls, stars, or coyotes.
- Go on a local bird “hunt.” Share with the children some local varieties of birds. Then go for a walk in the park and see how many they can find.
- Some planetariums have portable exhibits that allow children to study the stars within a dark room. Contact a local planetarium or search online for a traveling exhibit.

Family Involvement

- Incite families to go on a walking adventure close to home (it can be day or night). Ask children to share where they went and what they discovered along the way.
- Families can plan a late night reading adventure. They can read books together with flashlights and share family stories.

Community Connection

- Ask an ornithologist (bird scientist) to speak to the children about birds.

Additional Titles

Mei Mei Loves the Morning by Margaret Holloway Tsubakiyama and Cornelius Van Wright, illustrated by Ying-Hwa Hu. Albert Whitman & Co., 1999

Sunrise warms this family story of a young girl and her grandfather as they bike around their busy Chinese city.

Blueberries for Sal by Robert McCloskey. Puffin, 1976

McCloskey writes a sweet story about a sticky situation involving a little girl, a baby bear, and their mothers during a day of blueberry picking.

Stranger in the Woods by Carl R. Sams II and Jean Stoick. Carl R. Sams II Photography, 2000

This Ben Franklin Award-winner is a photo essay of how animals react to a snowman that has inhabited their environment.

Visiting New Places

Going Home

by **Eve Bunting**, illustrated by **David Diaz**
HarperTrophy, Reprint edition, 1998

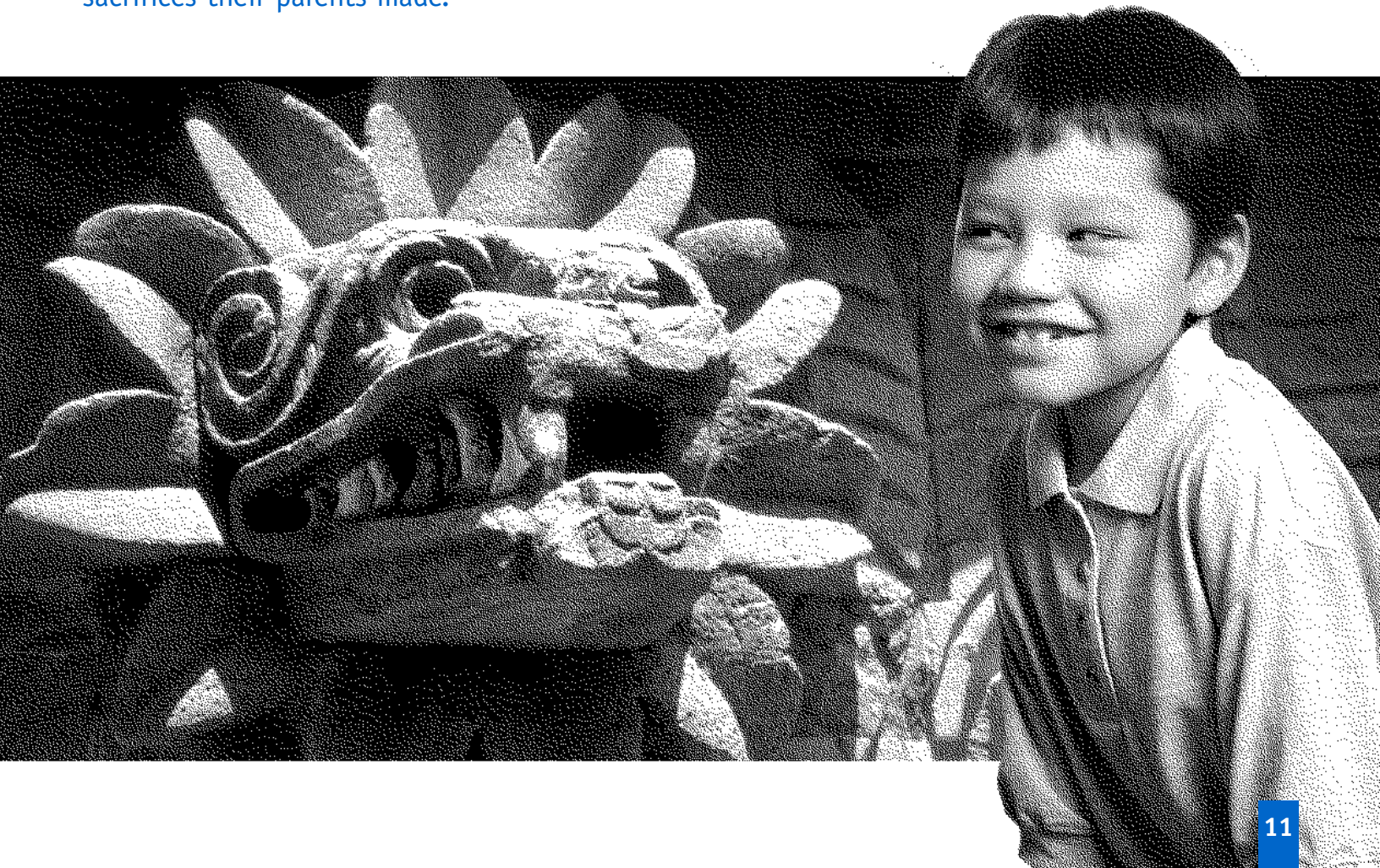
Vivid illustrations depict the story of Carlos's migrant family as they return "home" for a visit to their village in Mexico. Though Carlos and his siblings do not see the village as home, they begin to understand the sacrifices their parents made.

What to Do Before Reading the Story

- Ask children if they have ever traveled to a distant place to visit relatives. Where have they gone? Who did they see?
- Display the book cover. The illustrator has chosen to use many small pictures. Ask children to identify what they see and predict what the story is about.
- Look at a map of the western hemisphere. Ask children to find Mexico on the map. How far is Mexico from where they live?

Things to Talk About During the Story

- Carlos's father uses many Spanish words throughout the story. Ask children to raise their hands each time they think they hear a Spanish word. Explain the word's meaning, and write the word on a posted sheet of paper.
- Ask children how they think life is different for Carlos's parents in the United States? Which place do they think his parents like better?
- How does Carlos feel about going to Mexico in the beginning of the story? Does he feel the same at the end?



What You Can Do When You Finish Reading the Story

- Share artwork from Mexican artists like Diego Rivera, Simon Silva, or Frida Kahlo. Ask children to draw a picture of a family vacation or gathering using the style of one of these artists.
- Encourage children to write about their experiences traveling to faraway places or places close by.
- Have children pretend that they are going on a weekend trip to see a relative. Who would they see? What items would they need to pack?
- Carlos knows English, but his relatives speak only Spanish. Pass out lists of simple Spanish words and their meanings. Your list can include words like *hola* (hello) and *la pizarra* (chalk board). Have children identify which words would be good for Carlos to use with his family.

Family Involvement

- Carlos's family sees many things during their trip to Mexico. Encourage families to make lists of new or interesting things they see while traveling.
- Ask children to find out where their families originally came from. Locate those places on a map.
- Ask families to do some map exploration. Invite them to show what routes are taken to visit family or trace a trip they have taken together.
- Create a culture tree or wall. Invite families to create an ornament that symbolizes their heritage. Hang ornaments around the tree or on the wall in celebration of all the places people come from.

Community Connection

- Celebrate Mexico's rich culture. Host a fiesta featuring dance, music, and Mexican cuisine.
- Share with the children some of the famous and influential people that have come from Mexico or Latin America. Nobel Peace Prize laureate Rigoberta Menchu, Sor Juana Inez de la Cruz, or Simon Bolívar are just a few. Explain who they are and what they have contributed to society.

Additional Titles

Goin' Someplace Special by Patricia C. McKissack, illustrated by Jerry Pinkney. Atheneum, 2001

This Coretta Scott King Award-winner is about a girl who travels by herself to the big city. Prejudice prevents her from feeling welcome in the new place, until she finds the library.

Dandelions by Eve Bunting, illustrated by Greg Shed. Voyager Books, Reprint edition, 2001

A family journeys by covered wagon from Illinois to the Nebraska Territory. On their trip, they share fond memories and hopes of a happy future in a new home.

Alice Ramsey's Grand Adventure by Don Brown. Houghton Mifflin, Reprint edition, 2001

Ride with the first woman ever to drive across the United States, as she triumphs over obstacles on a 59-day automobile trip in 1909.

All the Way to Lhasa by Barbara Helen Berger. Philomel Books, 2002

This retelling of a Tibetan parable proves to a young boy that a slow and steady pace can put any destination in his grasp.



RIF'S MISSION IS TO:

- Ensure that every child believes in the value of books and the importance of reading.
- Assist children and their families with the fundamental resources children need to become motivated to read.
- Lead in the creation and development of national, regional, and local collaborations building strong community-based children's and family literacy programs.

RIF's programs focus highest priority on the neediest children from birth through age 11. RIF utilizes a national volunteer corps of parents, teachers, librarians, and other community members to provide effective literacy programs to children and their families in every U.S. state and territory.

ABOUT RIF

Reading Is Fundamental, Inc. prepares and motivates children to read by delivering free books and literacy resources to those families who need them most.

The oldest and largest children's and family nonprofit literacy organization in the United States, RIF operates through a network of 435,000 volunteers—from teachers to parents, librarians to caregivers—and gives away 16 million books a year at more than 23,000 sites nationwide. These include schools, libraries, community centers, child-care centers, hospitals, migrant worker camps, Head Start and Even Start programs, homeless shelters, and detention centers.

RIF programs annually serve 5 million children of all ages, most of whom are at risk of educational failure, with a focus on those from birth to age 11.

Since its founding in 1966, RIF has provided more than 250 million books for children to choose and keep. It has accomplished this through the generous support of the U.S. Department of Education, corporations, foundations, community organizations, and thousands of individuals. RIF programs combine three essential elements to foster children's literacy: reading motivation, family and community involvement, and the excitement of choosing free books to keep.

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