



Live Oak Media
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Activity Guide

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A Picture Book of Benjamin Franklin

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RF.3.3.c: Decode multisyllable words.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1.d: Explain their own ideas and understanding in light of the discussion.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.4.d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SL.4.1.c.: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.4.4.c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

BEFORE LISTENING

About the Story

Many people know that Benjamin Franklin was one of America's founding fathers. He was much more than that, though: he was a printer, a scientist, a writer, and an inventor. This biography details the ways that, throughout most of the 1700s, Ben Franklin worked to improve people's lives through his inventions, his writing, and his statesmanship.

Activate Prior Knowledge/Build Background

Ask children what they know about Benjamin Franklin. Write any information they offer on the board. Then tell them that the book they will read is a biography of Franklin, one of the greatest Americans who ever lived.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: RI.3.1, R.I.3.2, SL.3.2, SL.3.3; RI.4.1, RI.4.2, SL.4.1.c

Ask children the following questions about the book. Call on volunteers to respond orally.

- a. Why did Benjamin Franklin leave school?
- b. Why did Benjamin Franklin use a different name when he wrote?
- c. What are some of the organizations Benjamin Franklin helped to start?
- d. How did Benjamin Franklin help America during the Revolution?
- e. What does Ben Franklin's saying "Haste makes waste" mean? (*Draw Conclusions*)
- f. Why do you think Ben Franklin always described himself as a printer? (*Analyze Character*)
- g. What do you think was Ben Franklin's greatest achievement? Explain. (*Make Judgments*)

Vocabulary

CCSS: RI.3.4, RF.3.3.c, L.3.4d; RI.4.4, L.4.4.c

Write these words on the board.

colonies bifocals advisors delegates

Have children work in pairs to look each word up in a dictionary. Ask pairs to write a sentence using each word. Invite children to read their sentences to the class.

Science: When Lightning Strikes

CCSS: W.3.7; W.4.7

One of Benjamin Franklin's inventions was the lightning rod. Have children work in small groups to use an encyclopedia or the Internet to find out how the lightning rod works. Encourage them to draw a diagram of a lightning rod with an explanation of what happens when lightning strikes the rod. Display groups' drawings in the classroom.

Social Studies: Stamping Out the Stamp Act

CCSS: W.3.7, SL.3.4; W.4.7; SL.4.4

In 1765, Ben Franklin spoke out against the Stamp Act. Have children work in groups to find out what the Stamp Act was and why it upset the colonists. Have groups present the information they find orally to the rest of the class.

Language Arts: Ben Franklin's Sayings

CCSS: RI.3.1, SL.3.1.d; RI.4.1, SL.4.1.d

Have children look in books about Benjamin Franklin or on the Internet to find more of Ben Franklin's sayings. Ask them to write down one saying they find. They can read the saying to the class. Lead the class in a discussion of the meaning of each saying.

Science: Candle Making

CCSS: W.3.7; W.4.7

Benjamin Franklin spent several years like making candles and soaps. Have children work in small groups to research how one of these products were made in the 1700s or how they are made today. Ask each group to write a brief report on the information they find. Groups can present their reports to the class.

On the Internet: Benjamin Franklin's Other Inventions

CCSS: W.3.8; W.4.8

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable. The book describes several of Benjamin Franklin's inventions, but there are many more it does not tell about. Have children use the keywords *Benjamin Franklin inventions* to find out about one of Franklin's inventions that is not in the book. Ask them to write a brief description of the invention, printing out an illustration if possible. Children can then explain the invention to the class.