



# Activity Guide

800-788-1121

## A Picture Book of Christopher Columbus

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.

RI.3.7: Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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.

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.

RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences..

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

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.

4. MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

## BEFORE LISTENING

### *About the Story*

This biography gives young readers an understanding of the times in which Christopher Columbus lived, an introduction to the facts of Columbus's life, and an appreciation of Columbus's accomplishments and failures.

### *Activate Prior Knowledge/Build Background*

Explain that Columbus's historic journey to America took place over 500 years ago. Ask the group what they already know about Columbus and why they think his voyage was so important. Explain that the book they will read will give them more information about this explorer.

## AFTER LISTENING

### Standards-Linked Activities

#### *Listening/Speaking*

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

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

a. Why were people in Columbus's time eager to go to places like Africa, China, and Japan?

b. Did most people in those days know that the earth was round?

c. Why didn't they (and Columbus) know about the size of the earth?"

d. Why were the sailors with Columbus frightened? Why did they want to turn back?

e. Why did the Indians kill the men Columbus left behind?

f. What do you think might have happened if Columbus had not made it to America?" (Make predictions)

### **Vocabulary**

**CCSS: RI.3.4; RI.4.4**

Duplicate and distribute the following list of geographical locations mentioned in the book. Review the pronunciation of each name and have the group locate each on a map or globe.

Mediterranean Sea	China	Italy	Japan
Genoa	India	Portugal	France
Lagos	England	Lisbon	Atlantic Ocean
Spain	East Indies	Valladolid	Hispaniola
Africa	Florida	Canary Island	

### **Math: Measuring the Routes**

**CCSS: RI.3.7; RI.4.7, 4.MD.A.2**

Use a map or globe to show the different ways people in Europe could have used to get to the East Indies:

- Overland, following trade routes that ran east and south;
- By ship, sailing east around the Cape of Good Hope on the southern tip of Africa. Point out that the Suez Canal now eliminates the need to travel far.
- By ship, sailing west across the Atlantic. Only by sailing around the southern tip of South America could one get to the East Indies. Point out that the Panama Canal now eliminated the need to travel so far.

Ask the group: which way was the shortest? Which way was longest? Was Columbus actually right in this theory?

### **Science: Animals of the New World**

**CCSS: W.3.7; W.4.7**

Have children work in small groups to find out what animals Columbus might have seen on San Salvador and Hispaniola that he would not have in Europe. Ask them to write down at least three animals-birds, reptiles, mammals, fish, amphibians, or insects-that would have been new to Columbus.

### **Language Arts: Sailor's Journal**

**CCSS: W.3.3; W.4.3**

Ask children to imagine they are sailors on Columbus's first journey, sailing into the unknown. Have them write a journal entry describing how they feel about the voyage. Children can share their entries with the rest of the group when they are finished.

### **On the Internet: Other Early Explorers**

**CCSS: W.3.7; W.4.7**

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. Have children use one of these explorers' names as a keyword to find information on the Internet: *John Cabot; Henry Hudson; Jacques Cartier; Juan Ponce de Leon*. Ask them to find out the explorer's home country, where he went, and when he made his voyages. Children can report back to the class on the information they find.