



Live Oak Media  
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# Activity Guide

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## A Picture Book of George Washington Carver

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.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RF.3.1.c: Decode multisyllable words.
- 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.
- 3.MD.B.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
- RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in 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.4.5: Describe the overall structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect) in a text or part of a text.
- 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.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
- [end box]

### BEFORE LISTENING

#### *About the Story*

Explain to children that George Washington Carver was born into slavery just before the end of the Civil War. When the war was over, he traveled from family to family and place to place, seeking an education. Having worked as a farmer, he studied agriculture in college and went on to investigate growing and using plants such as the sweet potato and the peanut. He discovered dozens of uses for these plants, which enabled African American farmers to improve their soil and crops, and thus their lives.

#### *Activate Prior Knowledge/Build Background*

Ask children what products they know and enjoy that are made with peanuts. Write their responses on the board. Then tell them that the book they will read is about a scientist who found new and important ways to grow and use peanuts and other plants.

## 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.

- Who were the Carvers?
- Why did George go to live with the Watkins family?
- What happened when George tried to enter Highland University?
- Why did George decide to work with plants?
- Why did George want to develop crops that could grow in the South? (*Draw Conclusions*)
- What do George's words 'From what you have, make what you want' tell you about him? (*Make Inferences*)

#### **Vocabulary**

**CCSS: RF.3.3.c, RI.3.4; RI.4.4**

Write these words on the board. Then ask children to write answers to the following questions, using each vocabulary word in their response.

transform      agriculture      components      synthetic

- What would someone who studied *agriculture* learn?
- If something is *synthetic*, is it made of natural materials? Explain.
- What are some of the *components* of a peanut butter and jelly sandwich?
- If someone wants to *transform* himself, does he want to stay the same?

#### **Social Studies: Mapping George Washington Carver's Journey**

**CCSS: RI.3.3; RI.4.5**

George Washington Carver traveled to many different states before settling in Alabama. Divide children into three or four groups and provide an outline map for each group. Have them trace George's journey from Missouri, where he was born, to Kansas, to Iowa, to Alabama. Encourage them to label each location where George stopped, telling what he did in each place. Hang completed maps in the classroom.

#### **Health: Peanuts and Polio**

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

One of George Washington Carver's discoveries was that peanut oil helped people with polio, a disease that has largely disappeared. Have children work in small groups to learn about polio. Ask them to find out how the disease was

transmitted, what its symptoms were, and how it affected its victims.

Encourage them to discover how the vaccine was developed. Groups can report on what they learn to the rest of the class.

#### **Health: Plant Nutrition**

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

Have children work in small groups to find out about the nutritional value of either the peanut or the sweet potato. Encourage them to look in books about nutrition and food or online to find out the number of calories and other nutritional information for the food they choose. Groups can report to the class on what they learn and discuss how the two foods differ in nutritional value.

#### **Science/Math: Growing Peanuts**

**CCSS: 3.MD.B.4; 4.MD.A.1**

Provide children with a cup, sandy soil, and a raw peanut that they can plant to grow their own peanut plant. Have them water the plants regularly but not too much. They will take up to 140 days to grow, so children may have to take them home. Encourage them to keep a chart showing how much their plant grows each week, using a ruler to measure growth. Remind them that the peanuts have to be roasted before they can be eaten.

#### **On the Internet: Peanut Facts**

**CCSS: RI.3.5**

*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 the keywords *fun peanut facts* to find fun information about peanuts online. Children can jot down the fact they find most interesting and read it to the rest of the class.