



# Activity Guide

800-788-1121

## A Picture Book of Thomas Jefferson

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.3.7: 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).

RF.3.3.c: Decode multisyllable words.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.3.2: 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.

L.3.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

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.4.3: 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.4.7: 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.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

L.4.4.a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

## BEFORE LISTENING

### *About the Story*

This book traces the important events in the life of Thomas Jefferson, from his childhood love for learning to his years as the President of the United States. It points out a major contradiction in his character- the fact that one of the country's greatest defenders of freedom kept slaves-and it describes the way in which he helped to found and strengthen our country.

### *Activate Prior Knowledge/Build Background*

Ask children if they know Thomas Jefferson and his role in our country's history. Write their responses on the chalkboard. Then tell them that this book is a short biography of Thomas Jefferson, who was the third president.

## AFTER LISTENING

### Standards-Linked Activities

#### *Listening/Speaking*

**CCSS: RI.3.1, RI.3.2, RI.3.3, SL.3.2, SL.3.3; RI.4.1, RI.4.2, RI.4.3, SL.4.1.c**

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

- a. When was Thomas Jefferson born?
- b. What did Jefferson do with ten thousand of his books?
- c. What did Jefferson do for a living after college?
- d. What are two things that Jefferson invented?
- e. What was the Louisiana Purchase?
- f. Why do you think Thomas Jefferson kept slaves? (*Analyze*)
- g. What was the most important thing Jefferson did? Explain. (*Make judgments*)

#### *Vocabulary*

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

Write the words in the box on the chalkboard. Have children use them to fill in the blanks in the sentences.

colonies   vaccine   legislature   elected   represent   govern

1. The\_\_\_\_\_, or ruling body of Virginia, was called the House of Burgesses.
2. A \_\_\_\_\_, helped prevent disease.
3. Jefferson believed people should rule, or \_\_\_\_\_, themselves.
4. The American people \_\_\_\_\_ Jefferson to the presidency.
5. Before the Revolution, America had thirteen \_\_\_\_\_.
6. As Secretary of State, Jefferson would \_\_\_\_\_ the United States.

#### *Art: Louisiana Purchase*

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

Ask children to work in groups to draw a map showing the area that America bought from France in the Louisiana Purchase. Groups can use atlases or other reference books to indicate which states the area now includes.

#### *Science: Jefferson's Inventions*

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

Have children look in encyclopedias or books about Thomas Jefferson to find out more about one of his inventions. Children can work in small groups to learn about an invention and can write a brief description of the invention and how it works for the rest of the class.

#### *Social Studies: Time Line*

**CCSS: RI.3.3; RI.4.3**

Have children work in small groups to create a time line of Thomas Jefferson's life. They can use the events and dates from the book to mark their line.

Remind them to keep the events in chronological order.

#### *Language Arts: Another Biography*

**CCSS: W.3.2; W.4.2**

Have children choose another figure from the Revolutionary War period as the subject for a brief biographical sketch. Some possibilities include George Washington, Molly Pitcher, John or Abigail Adams, and Crispus Attucks. Children can use encyclopedias and biographies to learn about their subject and then use the information they find write a sketch describing the most important events of the subject's life.

#### *On the Internet: More About Thomas Jefferson*

**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.*

Have children use the keywords "Thomas Jefferson" to find information on the Internet about the man. Ask them to choose an event from Jefferson's life that is not in the biography. Children can report on what they find to the class.