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# Activity Guide

800-788-1121

## A Picture Book of Eleanor Roosevelt

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.3.8: 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: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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

3.NBT.A.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

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.4.8: 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: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

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

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.

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.

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## BEFORE LISTENING

### *About the Story*

When she was just a little girl, Eleanor Roosevelt learned about the importance of helping others. After marrying Franklin Delano Roosevelt and becoming the First Lady in 1905, she had several opportunities to help other people. She helped the hungry during the Great Depression and worked to gain rights for women and minorities. After her husband's death, she worked for the United Nations and was chairperson of the Commission on Human Rights. This book reads like a storybook, yet factually outlines the major accomplishments in Eleanor's life.

### *Activate Prior Knowledge/Build Background*

Explain that Eleanor Roosevelt was the wife of President Franklin Delano Roosevelt, and although she didn't have a very happy childhood, she overcame her difficulties and went on to become a strong advocate for women and minorities. She spent much of her life helping others.

## 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**

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

- Why did Eleanor have to live with her grandmother?
- What important lesson did Eleanor learn at Allenswood?
- What did Eleanor do when she joined the Junior League?
- Why didn't Eleanor's wedding guests pay attention to the bride and groom?
- How did Eleanor help singer Marian Anderson?
- What role did Eleanor play after the war to ensure peace?

#### *Vocabulary*

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

Be sure students have an understanding of the following terms. Depending on age, simply discuss the terms, or have children look them up in a dictionary.

boarding school	campaign	political	devotion
Minorities	headmistress	elected	governor
homeless	mourned	motto	United Nations
representative	Lincoln Memorial	Commission on Human Rights	

## CROSS-CURRICULAR ACTIVITIES

### *Social Studies: A Bit of History*

**CCSS: SL.3.2; SL.4.2**

During the Depression and World War II, President Roosevelt broadcast radio shows every week to the people of the United States. Ask your local library to help you locate a recording of one of these "fireside" chats. Assemble children in a circle and replicate an evening at home while playing the recording for the children. Ask for reactions, discuss.

### *Music Appreciation: Marian Anderson Sings*

**CCSS: SL3.2; SL.4.2**

Play a recording of Marian Anderson singing. Remind the children that Eleanor defended Marian when she was told she couldn't sing for the Daughters of the American Revolution because she had black skin, and arranged for her to sing in front of thousands on the steps of the Lincoln Memorial. Have children critique Marian Anderson's style of singing. Have children listen to, paraphrase, and discuss the lyrics

### *Social Studies: Fostering Tolerant Children*

**CCSS: SL.3.1; SL.4.1**

Define and discuss discrimination and prejudice. Ask children to think about singer Marian Anderson. Why wouldn't she be allowed to sing for the Daughters of the American Revolution? Does it make a difference what color skin she has? Discuss children's feelings about the topic.

### *Math: A Timeline to Remember*

**CCSS: 3.NBT.A.2; 4.MD.A.2**

Use the "Important Dates" section in the back of the book to create a time line. Ask children to answer word problems based on the time line (Example: If Eleanor was born in 1884 and got married in 1905, how old was she when she got married?), or give children blank time lines and have them fill in important dates.

### *On the Internet: Eleanor Roosevelt*

*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.*

**CCSS: W.3.8; W. 4.8**

Using "Eleanor Roosevelt" as the keyword, have children locate various pieces of biographical information about her (picture of her, picture of White House, information on her role with the United Nations, etc.) Assemble printed information into a class book or bulletin board display. Other keywords to search for extension activities could include *United Nations, Daughters of the American Revolution, president, or first ladies.*